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ABSTRACT

This 1975-76 annual report on the Higher Education Opportunity Programs (HEOP) in New York State summarizes the enrollment, funding, and activities of the institutions funded through HEOP. HEOP students continued to show that they were academically disadvantaged by their high school averages and SAT scores. Ninety-one percent of the newly admitted students were at or below the maximum gross family income for the family size; 27% of these students were also receiving either social services or social security benefits. All ethnic groups were represented by HEOP students on campuses throughout the state. The highest percentage of students were black. For 1975-76 there was an increase in the number of Spanish surnamed and white students who were admitted through HEOP. Extensive tables offer data about specific student characteristics, education services and participating colleges. (Author/AM)

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Higher Education Opportunity Program

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Annual Report 1975-76

2

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THE UNIVERSITY OF THE STATE OF NEW YORK
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Friday
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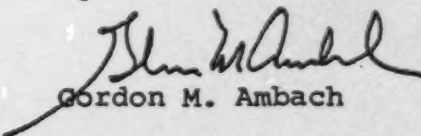
The Honorable Hugh L. Carey
Governor of the State of New York
Executive Chamber
The Capitol
Albany, New York

Dear Governor Carey:

Education Law, Section 6451 requires that a report of the activities of institutions receiving funds under the Higher Education Opportunity Program be transmitted annually to the Governor and the Legislature.

I am pleased to transmit such report for the 1975-76 academic year.

Sincerely,


Gordon M. Ambach

Enclosure

cc: Legislative Leadership

ANNUAL REPORT

HIGHER EDUCATION OPPORTUNITY PROGRAM

1975-1976

A report on programs for the educationally
and economically disadvantaged at private
colleges and universities in New York State

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I

FOREWORD

Equal access to educational opportunity has been a persistent objective of New York State. The Regents in their 1976 Statewide Plan continue to reaffirm this objective by stating "To achieve the goal of open access ... efforts by institutions to fund programs and to increase regular admission of the disadvantaged are needed."

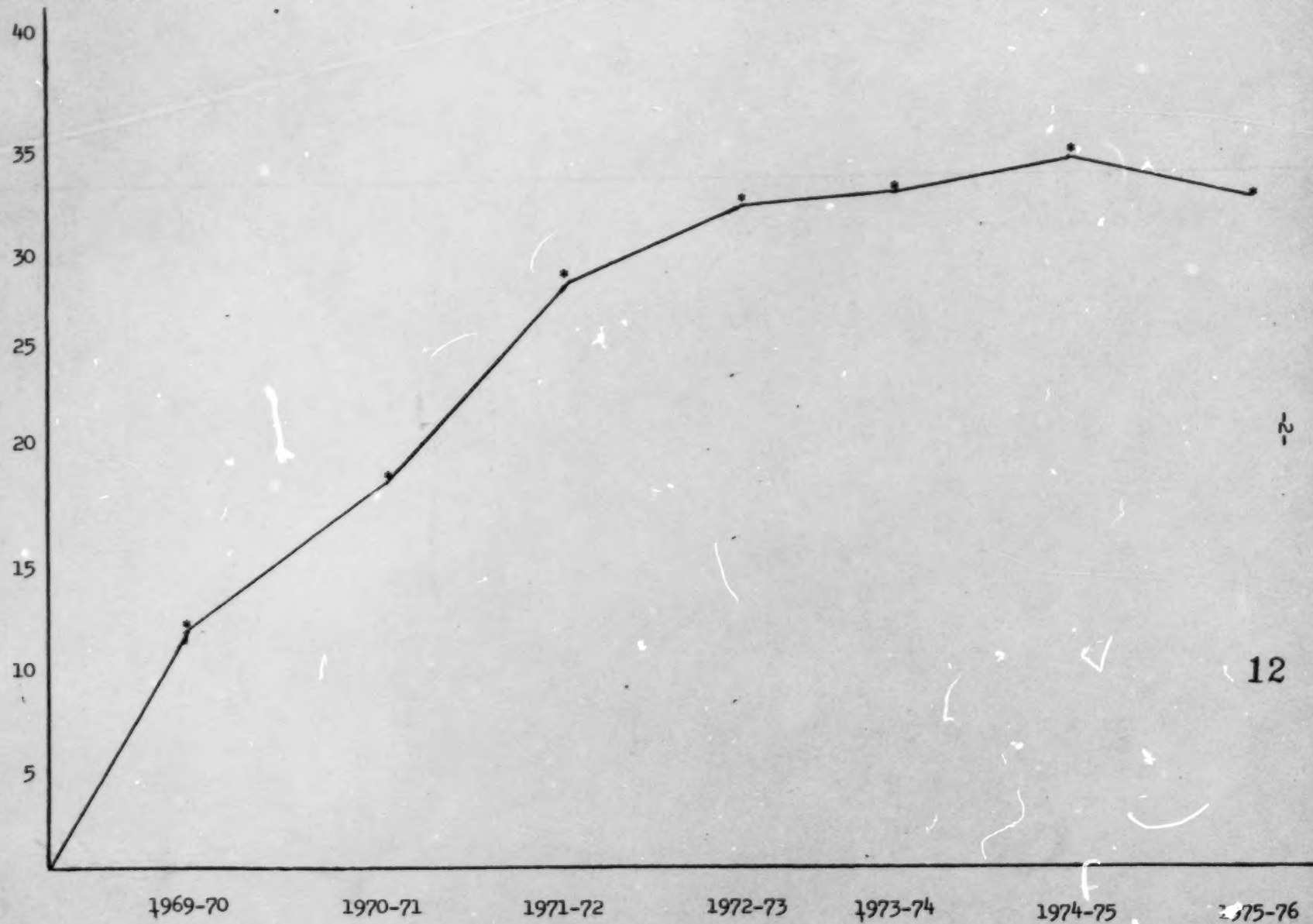
To meet this objective and concern, a State funded program was instituted in 1966 to advance the cause of equality of educational opportunity in The City University of New York (CUNY). This program came to be known as Search for Education, Elevation and Knowledge (SEEK). A corollary program at the community colleges in New York City, known as College Discovery, was already in existence at this time. A similar program was extended later to some units of the State University of New York (SUNY) and is now known as the Educational Opportunity Program (EOP). In 1970, the Higher Education Opportunity Program (HEOP) in its current form was initiated at independent colleges and universities in New York State.

In 1969, Sections 6451 and 6452 of the Education Law of New York established the HEOP program and provided for the statewide coordination of opportunity programs at CUNY, SUNY and the independent colleges and universities under the aegis of the Board of Regents. Appropriations have grown over the years and for 1975-76 totalled nearly 34 million; however, this was a reduction of \$1 million from the previous year as shown on Figure 1.

The Commissioner is required by Section 6451 to prepare an annual report of the activities of the institutions which received State funds pursuant to this section. THIS REPORT ON OPPORTUNITY PROGRAMS IN THE INDEPENDENT SECTOR IS SUBMITTED IN FULFILLMENT OF THE ABOVE REQUIREMENT FOR THE ACADEMIC YEAR 1975-76.

Annual Appropriations for Opportunity Programs
1969 - 1976

\$ millions



II

ABSTRACT

This 1975-76 Final Report of the Higher Education Opportunity Programs in New York State summarizes the enrollments, funding, and activities of the 70 institutions funded through the HEOP grant.

For 1975-76, \$7,591,000 was approved by the Legislature for allocation to independent colleges in New York State which operate Higher Education Opportunity Programs. This total appropriation was used to support 5,270.9 fulltime equivalent students at these institutions. (See Tables 1 and 2.) Due to the Department of Audit and Control's audit of institutions, certain students were found to be ineligible. This resulted in \$434,689 or 5.7 percent of the HEOP appropriation being returned to the State for 1975-76. (See Tables 3 and 4.)

Table 1

Projected Enrollments Compared to Actual Enrollments
1973-74 to 1975-76

	Projected Enrollments	Actual Enrollments	Percent of Underenrollment
1973-74	5,300	5,137.1	3.1%
1974-75	5,300	5,255.5	0.8%
1975-76	5,300	5,270.9	0.5%

Table 2

Change in Enrollments by Program
1974-75 and 1975-76

	Actual Enrollments 1974-75 1975-76		Percent of Change
A. Baccalaureate Full-time	4,347.3	4,243.1	-2.4%
B. Two-Year	255.2	248.3	-2.7%
C. Prisons and Part-time	653.0	779.5	+19.4%
TOTAL	5,255.5	5,270.9	+ .29%

Table 3

Change in HEOP Expenditures
1974-75 and 1975-76

	Approved Expenditures		Change
	1974-75	1975-76	
	\$7,357,149	\$7,156,311	\$-200,838
	<u>Per Student</u>		
Supportive Services	\$558	\$604	\$ 46
Student Financial Aid	842	753	-89
TOTAL	\$1,400	1,357	-43

Table 4

HEOP Appropriation Versus HEOP Expenditures¹
1973-74 to 1975-76

	Appropriation	Approved Expenditures	Underexpenditures/ Penalties	Underexpenditures/ Penalties as % of Appropriations
1973-74	\$7,410,000	\$7,088,205	321,795	4.3%
1974-75	7,591,000	7,357,149	233,851	3.1%
1975-76	7,591,000	7,156,311	434,689	5.7%

¹Underexpenditures or penalties may result from institutions spending grant moneys outside of approved line item budget categories, failing to meet enrollment projections, or audit disallowances for ineligible students. See Chapter VIII.

Each campus that operated a HEOP program received a certain dollar amount per student. These funds were used by the institutions to provide supportive services to the HEOP student population and to provide funds for student financial aid. Besides HEOP funds, students received financial aid directly from the State and federal governments and from the institutions. These funds came in the form of direct waivers, grants, or loans to the student.

Each campus program was staffed by a Project Director and several other types of program personnel. These program personnel usually consisted of counselors and academic skills specialists; most institutions also used tutors and peer counselors to provide assistance to the HEOP students. Table 5 shows a comparison of supportive and professional staff for 1974-75 and 1975-76.

Table 5
Supportive and Professional Staff¹
1974-75 and 1975-76

	No. of Programs	Students (FTE)	Total Professional Staff (FTE)	Average Number of Students Per Staff
1974-75	70	5,255.5	203.0	25.9
1975-76	70	5,270.9	227.3	• 23.2

¹Includes the following titles: director, counselors, professional tutors, coordinators, academic specialists.

HEOP students must be both academically and economically disadvantaged. Periodically, the Regents review and adjust the criteria used to determine student eligibility. Academic eligibility is defined as non-admissibility based on the regular admissions criteria of the particular institution. HEOP students continued to show that they were academically

disadvantaged by their high school averages and SAT scores. For 1975-76, over 45 percent of all the newly admitted HEOP students had high school averages below 80, with over 22 percent having high school equivalency diplomas and over six percent having no diplomas at all. Of these same newly admitted students, over 97 percent had verbal SAT scores below 500; over 90 percent had math SAT scores below 500. Economic eligibility is determined by pre-set gross family income by family size. In 1975-76, 91.6 percent of the newly admitted HEOP students were at or below the maximum gross family income for the family size; 27 percent of these entering students were also receiving either Social Services or Social Security benefits.

All ethnic groups are represented by HEOP students on campuses throughout New York State. The highest percent of HEOP students are black. For 1975-76, there was an increase in the number of Spanish-surnamed and white students who were admitted through HEOP.

In addition to HEOP programs on 70 campuses in New York State, HEOP funds are used to support programs at five correctional facilities in the State. These inmate programs serve fully matriculated students at those institutions. In some cases, the inmate students are given study release status to continue their studies in day programs at participating institutions.

To help academically disadvantaged HEOP students to succeed in a higher education setting in New York State, HEOP programs have structured a supportive services plan. This plan consists of a pre-freshman summer program which most entering HEOP students must attend. The pre-freshman summer program diagnoses HEOP students' needs and develops ways to meet these needs. During the academic year, additional supportive services, counseling, and tutoring are provided.

For 1975-76, over 60 percent of HEOP students achieved grade point averages of over 2.0. HEOP students major in all academic disciplines, the five most popular being Social Science, Business and Management, Psychology, Education, and Biological Sciences (see Table 20). Of the 1975-76 graduates, 70 percent were either employed directly after graduation or went on to professional or graduate schools.

III

ADMINISTRATION

Contracts

Funds for HEOP programs are allocated to institutions through separate contracts between the institution and the State of New York. Proposals from each institution requesting funds are received by the HEOP Central office in the February prior to the academic year for which funding is requested. The proposals describe the students to be served, the services to be offered and the costs of these services. The proposals, once reviewed, evaluated, and amended as necessary become the basis for the contract.

In the contract, funds are allocated to each institution on a per student basis. Funds are returned if an institution fails to meet enrollment projections or to expend all approved allocated funds. Underenrollment is often due to unpredictable factors, such as abnormal attrition, or a low rate of "yield" from acceptance letters.

In the academic year 1975-76, the Department of Audit and Control conducted a five-institution sample audit of institutions which had received HEOP funds in the 1969-1974 period. This audit concentrated on needed improvements in documenting student academic and economic eligibility; a separate chapter of this report is devoted to the audit.

For the fourth year, the HEOP appropriation was \$7,591,000 as shown in Figure 2 and student enrollment was held at 5,300 students as shown in Figure 3. All of the appropriation was obligated through contracts to the 70 funded institutions. The eligibility audit resulted, at certain HEOP funded institutions, in disallowances for ineligible students. These institutions were then required to remove these students from their programs and penalties were calculated and exacted. Due to this and a small student underenrollment (only .6 percent), \$434,689 or 5.7 percent of the HEOP appropriation was returned to the State.

Figure 2

HEOP, EOP and SEEK, College Discovery Dollars
As Percent Total Opportunity Program Dollars

Key

HEOP —————

EOP - - - - -

SEEK, CD -o-o-o-o-o-o-o-o-

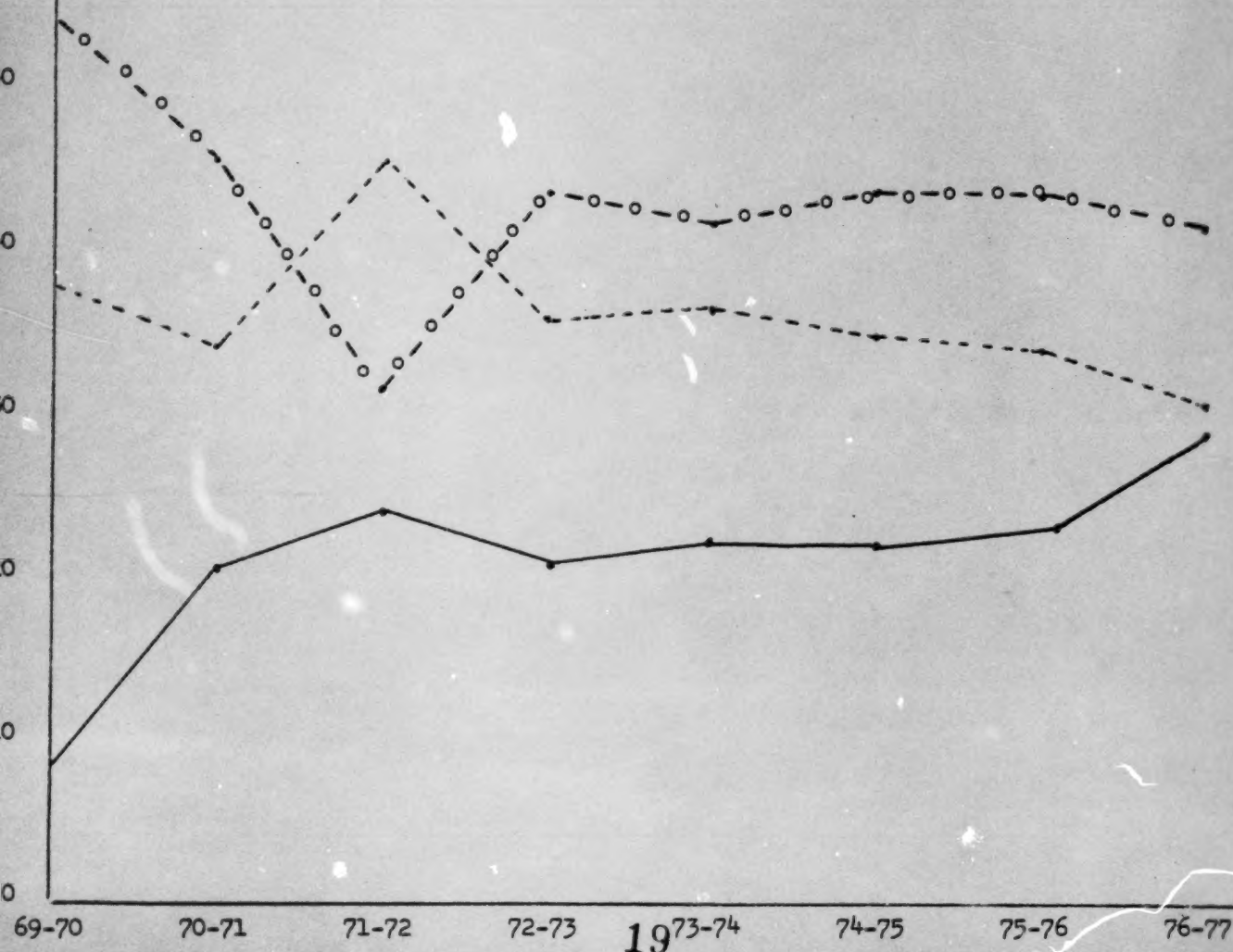
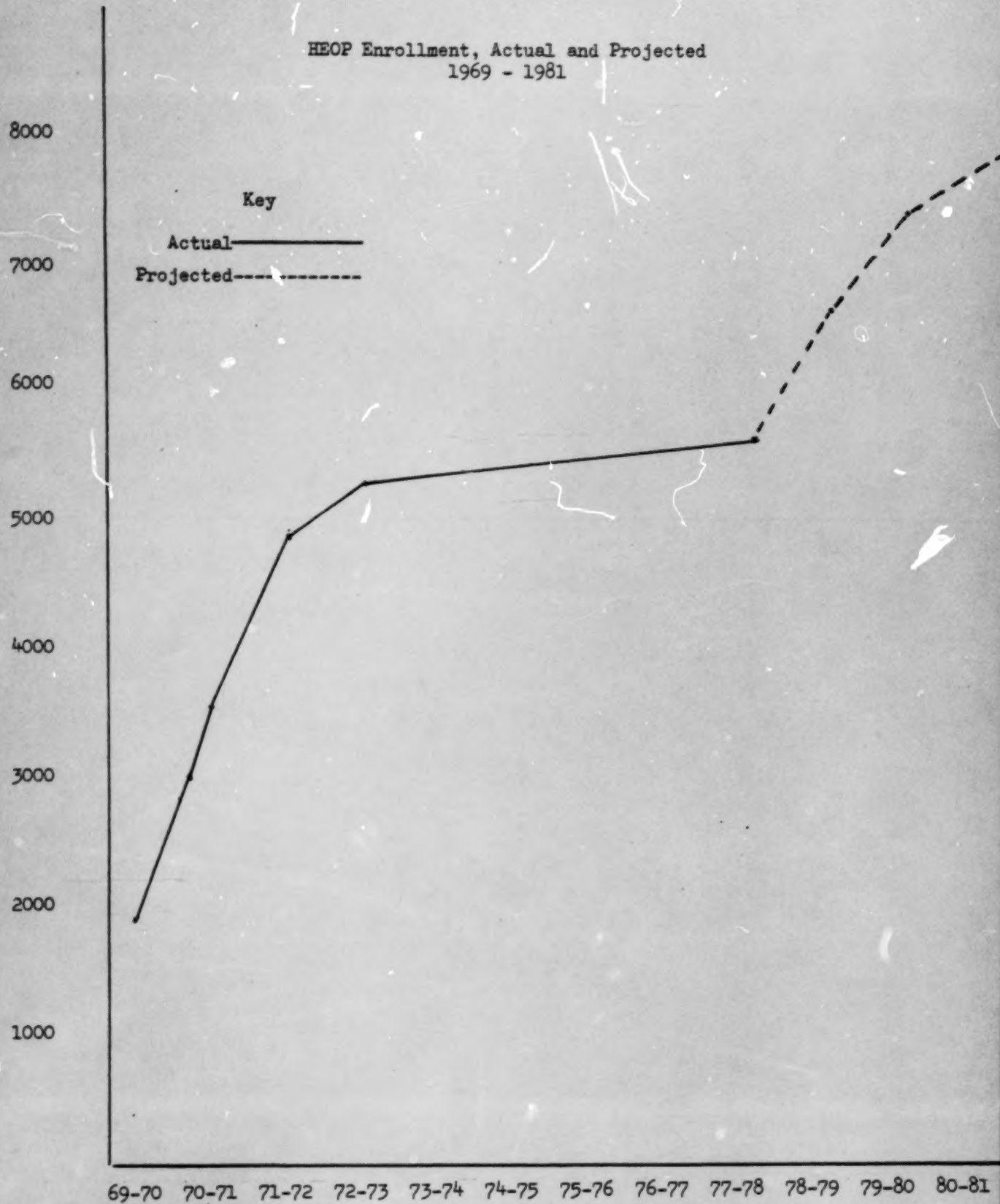


Figure 3



The Campus Level

A HEOP Project Director is designated by each institution's chief executive officer. The majority of the Project Directors report to Academic Deans, Vice Presidents for Academic Affairs, or other similarly high ranking academic officers. This relationship reflects the importance of HEOP as an academically innovative program. The instructional and curriculum changes initiated by HEOP continue to be adopted by many colleges as "models" for providing supportive services to HEOP and non-HEOP students.

The Director is responsible for the fiscal, administrative, academic, and supportive aspects of the HEOP program. He or she must develop close working relationships with the college faculty and administrators, local Social Services authorities, high school counselors, college referral agencies, employment and training programs, educational opportunity centers, and the many other persons who help HEOP students to acquire a college education.

Depending on the program design and size, the Director's staff may include the following: an assistant director, a coordinator of various supportive services, curriculum specialists in language arts, social workers, counselors, professional tutors, psychologists, and research personnel. Students often serve as peer counselors, tutors, and administrative assistants. In addition, many other college and university personnel, especially admissions officers and financial aid counselors, contribute to the successful operation of HEOP programs. Appendix I shows the staffing patterns for each of the various programs.

IV

HEOP STUDENTS

Admissions Criteria - Economic Eligibility

The legislation that established the HEOP program mandated that the program be for residents of New York State who are "economically and educationally disadvantaged as defined by the Regents." Periodically, the Regents review and adjust academic and economic criteria used to determine student eligibility. Table 6 shows the economic eligibility scale for HEOP students for 1975-76.

Fifteen percent of the students admitted to a HEOP program may come from families whose incomes exceed the family scale if there is a serious mismanagement of the family's income with little accruing to the educational needs of the student. The program director must have written documentation, verified by statements from reliable, disinterested persons, available in these students' files to demonstrate such mismanagement.

The economic guidelines apply at the time of the student's admission to a program. A student's income must be reviewed by the program director each year. If a student's or his parents' income rises in subsequent years, the student may continue to receive program services, but the amount of HEOP financial aid will be recomputed and reduced based on expected parental contribution.

Table 6

Economic Eligibility Criteria for HEOP,
for Entering HEOP Students, 1975-76

<u>Number of Members in Household (including Head of Household)</u>	<u>January 1, 1974 to December 31, 1974 Gross</u>	<u>With Two Workers or One Worker Who is the Sole Support of a One-Parent Family</u>
1	\$ 4,160	\$
2	5,528	6,628
3	7,046	8,046
4	8,455	9,455
5	9,756	10,756
6	10,948	11,948
7	12,032	13,032
8	13,008	14,008
9	13,875	14,875
10	14,634	15,634

The above figures do not include the student's income unless he/she is the head of the household or the second worker supporting the household.

Table 7

Income Distribution of First Time HEOP Students
by Size of Household, 1975-76

Members in Household	\$0-4160	\$4161-8455	\$8456-12,032	Over \$12,032	TOTAL
(1) Independent Student	23.2%	.7%	--	--	23.9%
2 - 4	20.9%	22.6%	1.4%	.2%	45.1%
5 - 7	4.0%	12.8%	5.9%	.6%	23.3%
8+ over	1.0%	1.7%	2.9%	1.6%	7.2%
Average	49.1%	37.8%	10.2%	2.4%	100.0%

The use of the economic guidelines for admissions to HEOP programs serves to limit HEOP eligibility to only the most needy students in New York State. Table 7 shows the income distribution of first time HEOP students by the size of the household. In 1975-76, 91.6 percent of these newly admitted students came from families at or below the minimum income limit for their family sizes. Only 8.4 percent of the students admitted in 1975-76 used the mismanagement exception of the 1975-76 guidelines as compared to 9.7 percent of those who used mismanagement in 1974-75. Students from families receiving public assistance or similar benefits are automatically economically eligible.

Table 8

Percent Distribution of First Time HEOP Students by Income Eligibility
1975-76 as Compared to 1974-75

	Percent of Students Who Are:	
	At or Below the Maximum	Above the maximum due to mismanagement and/or a two worker family
1975-76	91.6	8.4
1974-75	90.3	9.7

If there is a "typical" HEOP freshman, he/she comes from a household of three or four persons with a gross annual income of about \$5,000.

Of those students admitted in 1975-76, 20 percent received Public Assistance benefits and another 6 percent received Social Security benefits. Table 9 shows a comparison of those students newly admitted in these categories as compared to those admitted in 1974-75.

Independent students with virtually no income are eligible and do attend college through HEOP programs. The Regents defined an independent student as "a student who has not lived with his parents, nor received support from his parents, nor been claimed by his parents as a dependent for income tax purposes for at least one year prior to his enrollment in the program." Documentation must be on file in the student's folder verifying his independent status. In 1975-76, independent students admitted to HEOP decreased as shown on Table 9. Table 9 also shows a sharp decrease in those receiving Veterans Benefits, reflecting that the pool of Vietnam veterans interested in higher education has decreased. Fewer married students were also admitted in 1975-76.

Table 9

Entering Students by Selected Characteristics:

Size of Household, Those Receiving Veterans,
Social Services, and Social Security Benefits,
1975-76 as Compared to 1974-75

	Percent of Students Who Are:			Percent Receiving Funds From:			Percent Who Are Married
	Independent	From Households of 2 - 5	6+	V.A.	Social Services	Social Security	
1974-75	25.7	55.4	18.9	5.1	20.2	6.8	5.6
1975-76	24.1	58.2	17.7	2	19	6	4

Admissions Criteria - Academic Eligibility

The Regents in 1972-73 recognized that independent colleges and universities in New York State have varying academic admissions standards and defined an educationally disadvantaged student as one who is non-admissible, by regularly applied admission standards, to any regular academic program at a particular institution. Non-admissibility is usually based on past high school performances and low test scores. HEOP continues to urge institutions to seek out the "high risk" student rather than to accept students who are just slightly below the regular admissions standards.

In 1975-76, as shown on Figure 4, 45.5 percent of all newly admitted HEOP students had high school averages below 80, with another 22.8 percent having high school equivalency diplomas and 6.2 percent having no diplomas. HEOP students with high school averages above 70 increased only one percentage point for 1975-76. This increase in high school averages is probably due to the increased number of HEOP students coming from vocational high schools, the elimination of academic diplomas (especially in New York City) for high schools, and grade inflation.

HEOP students' performances on Scholastic Aptitude Tests are another indicator of their academic disadvantage. Figure 5 shows that over 97 percent of all newly admitted HEOP students scored below 500 on the verbal part of the SAT's, and over 66 percent of these had scores below 380. The math scores of HEOP students are shown on Figure 6. Over 90 percent of all newly admitted HEOP students had Math SAT scores of below 500, and over 53 percent of these were below 380. In the last three years, there has been a notable increase in the numbers of students with SAT scores, both verbal and math, of 380 or below.

Thus, even with campus flexibility in HEOP admissions criteria, institutions continue to admit students from the high risk categories. In continuing this dedication to provide a college education to the most disadvantaged students, institutions funded by HEOP have placed an increasing emphasis on academic supportive services. Tutoring, counseling, remedial and developmental coursework are designed to provide the HEOP students the necessary skills to succeed academically in their institutions. As institutional and program expertise grow, the HEOP students' success increases. The academic progress of HEOP students will be described in Chapter VII.

Figure 4

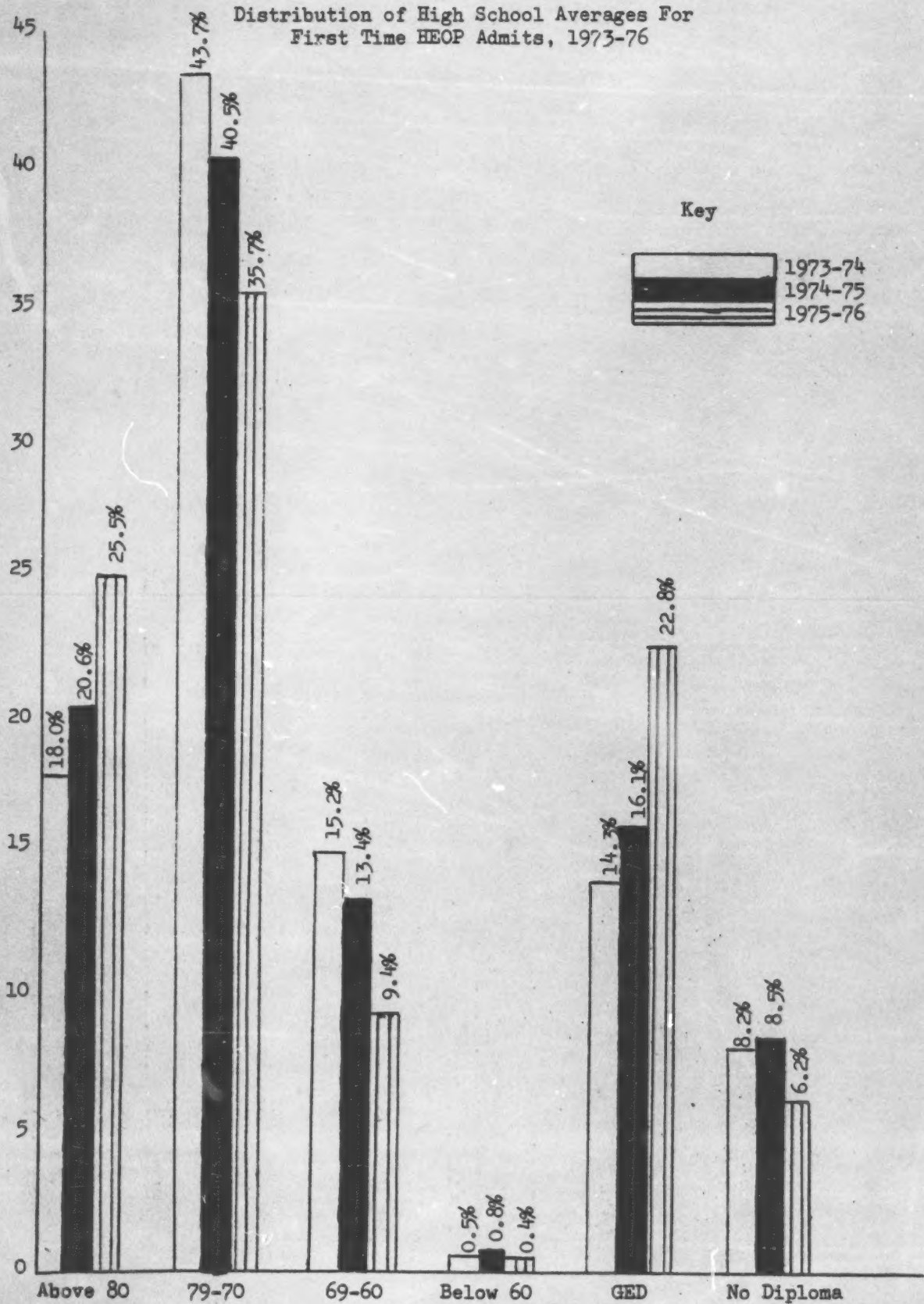


Figure 5

HEOP Student Scholastic Aptitude Scores, Verbal
1973-74, 1974-75 and 1975-76
Percent Distribution

Key

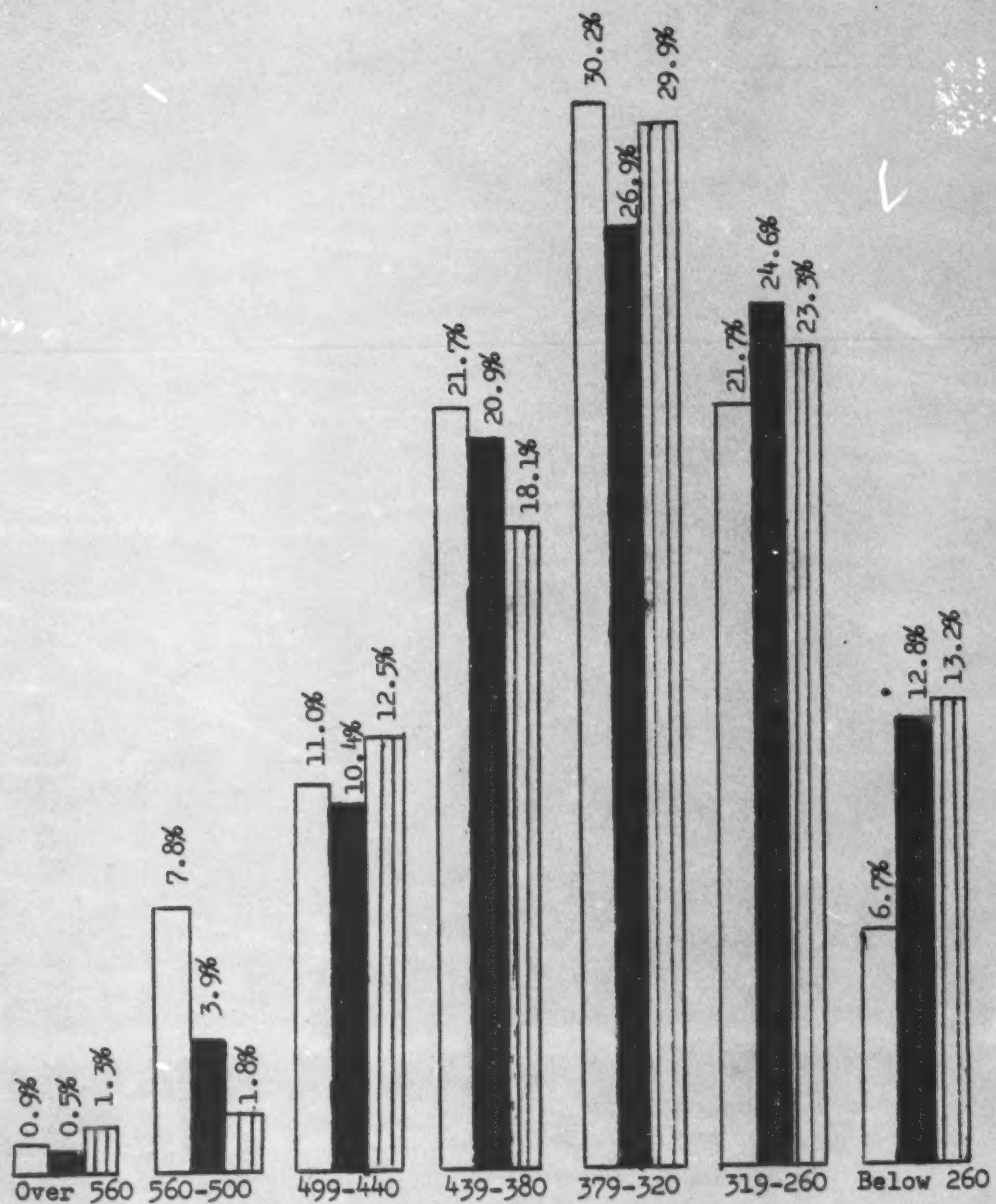
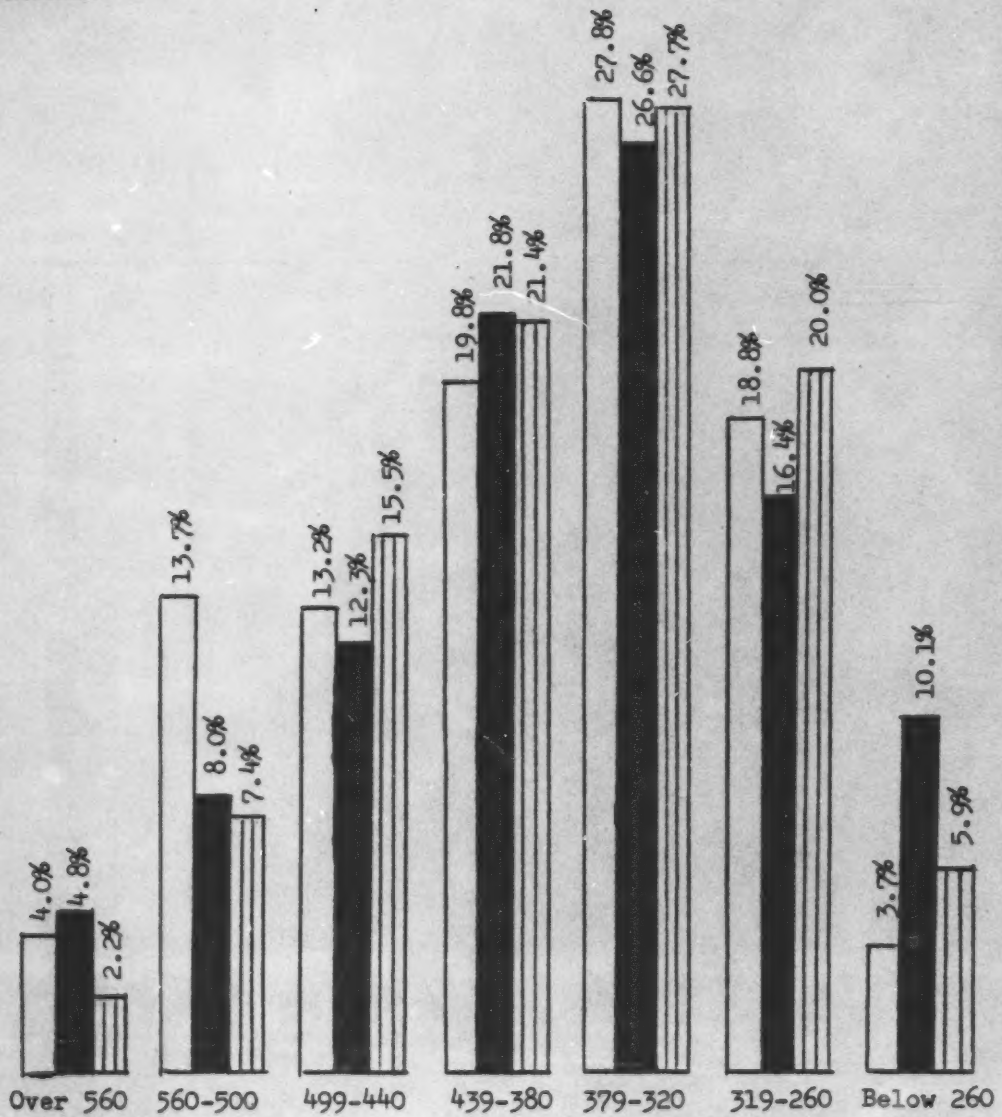


Figure 6

HEOP Student Scholastic Aptitude Scores, Math
1973-74, 1974-75 and 1975-76
Percent Distribution

Key



Composition of Student Body

Students representing all ethnic groups are served by New York State HEOP programs. The programs still serve students from predominantly non-white groups, particularly those from groups which have the greatest percentage of low income people in the State. For 1975-76, black students represented 59.5 percent of all HEOP students; this was a little less than a 2 percent decrease in black student enrollment from the previous year. Over a 3 percent increase was shown in Spanish-surnamed students, bringing their percentage to 19.4 percent for 1975-76. The percentage distributions by ethnic groups of all HEOP students are shown in Table 10.

Table 10 also shows the age and sex distributions of HEOP students. Male HEOP students total 47.8 percent of the student population; this was a little less than a 3 percent increase in male HEOP students over the prior year's enrollment. Over 70 percent of all HEOP students in attendance during 1975-76 were under 26 years of age. Older students are represented usually by the part-time student and are in colleges that as a rule admit the older student, such as Columbia General Studies and Malcolm-King College.

Table 10

Distribution of All HEOP Students' Ethnicity, Age and Sex

1975-76 Compared to 1974-75

	Total		Under 21		21 - 25		26 - 30		30+		Male		Female	
	74-75	75-76	74-75	75-76	74-75	75-76	74-75	75-76	74-75	75-76	74-75	75-76	74-75	75-76
Black	61.4	59.5	34.0	35.4	32.8	36.6	13.2	12.9	19.9	15.1	44.6	47.8	55.4	52.2
Native American	1.6	1.6	17.7	20.7	22.1	14.5	20.4	13.7	39.8	51.6	31.0	25.7	69.0	74.3
Oriental	1.8	1.6	45.5	53.2	44.8	42.2	5.2	3.0	4.5	2.0	48.5	57.7	51.5	42.3
Spanish Surname	16.6	19.4	48.4	48.3	38.6	39.6	5.6	6.9	7.4	5.2	49.1	48.6	50.9	53.4
White	14.7	16.8	33.8	38.2	38.1	33.0	13.8	13.3	14.4	15.5	48.5	52.2	51.5	47.8
Other	3.9	1.1	17.8	16.0	32.7	46.9	22.4	12.7	27.0	25.3	43.1	48.6	56.9	51.4
TOTAL	100.0	100.0	35.7	38.2	34.6	36.4	12.4	11.6	17.3	13.8	45.7	48.5	54.3	51.5

HEOP's Incarcerated Students

The number of HEOP students in New York State correctional facilities has greatly increased in the past several years. In 1975-76, this number of students rose to 307 inmates in five programs run by independent colleges at New York State correctional facilities.

Inmates in these programs are selected on the basis of their ability and willingness to complete a college program. The necessary supportive services (remedial/developmental coursework, tutoring, counseling) are provided to the inmates by faculty and staff who commute to the correctional facilities each class day. The inmates are matriculated at the sponsoring college from the beginning of their participation in HEOP. If the inmate is successful in his academic program, he is guaranteed the opportunity to continue his education either on study release or after his release from the correctional facility. The academic courses offered to the inmates are identical with the on-campus courses of the sponsoring college. Courses are taught by regular college faculty members and the grading system used is the same.

The benefits derived from a college education enable the inmate to return to society better equipped to find employment and to lead a meaningful, productive life. The opportunity to pursue a college education also helps to rehabilitate the inmate in terms of bettering his self-image, gaining a sense of accomplishment, and improving his outlook on life.

After his release, college serves as a "bridge" in returning the ex-offender to society. The intensive counseling available from both institutional resources and administrators involved in correctional programs assists in transition to a great degree. Success has been high for all those placed on campuses in a closely monitored, controlled situation. This has been viewed as a critical period in the reentry of the offender into society's mainstream.

V

CAMPUS PROGRAMS

Access to higher education is not just admission. Disadvantaged students must be provided the tools to compete with their peers, and to complete their college education. To accomplish this task, HEOP programs have structured supportive services consisting of remedial/developmental/supportive coursework, tutoring and counseling. Of those freshman students who entered HEOP programs in 1975-76, 49.9 percent had these supportive services first provided to them in a special pre-freshman summer program. Supportive services are available to HEOP students throughout their undergraduate careers as needed.

The Pre-Freshman Summer Programs

All applicants to HEOP programs who are academically and economically eligible are screened by campus HEOP personnel. The screening process attempts to ascertain the potential student's motivation, desire to complete a college education, and willingness to participate in HEOP. The student's academic strengths and weaknesses are assessed through diagnostic tests and an academic prescription as individualized as possible, is prepared. The beginning of the academic prescription starts with the pre-freshman summer program.

The basic goals of a summer program are 1) to orient the student to the college community in which he will be actively involved in the fall; 2) to give the student a realistic view of a college environment, including the nature of academic demands; 3) to initiate a program of academic skill-building through remedial and developmental courses; and 4) to acquaint the student with the scope and services of HEOP. Students entering HEOP usually

have a poor self-image. The summer program affords them an opportunity to achieve academic success. Such success is important for the student to develop the positive self-image needed to persevere in college.

Although summer programs vary from campus to campus, they usually contain the following components:

1) Credit and non-credit courses in basic skills, stressing the correct use of textbooks, note-taking, library skills, study preparation, and proper use of time. Often, the student is simultaneously enrolled in a regular college course so that these skills may be immediately applied. HEOP upperclassmen work as tutors and peer counselors in the summer program. These students also serve as excellent role models for pre-freshmen. In 1975-76, 11 credit and non-credit study skills courses were offered to HEOP pre-freshmen. Approximately 88.9 percent of the students successfully completed the requirements of these courses.

2) Reading skills courses through which the student's comprehension, speed, and vocabulary are further developed. The majority of these courses are non-credit.

3) A mathematics component through which the student's skills and concepts are strengthened. In 1975-76, 69 credit courses and non-credit courses were offered to over 500 HEOP summer students.

4) Language arts courses intended to increase the student's ability to use the written word. Most of these were offered for credit. The 85 percent success rate, lower than the success rate for most other course offerings, indicated a continued need for remedial work in this area.

Summer programs are usually 4 to 6 weeks in duration. They are held during the months of July and August.

Table 11

Distribution of HEOP Students¹ in Summer
RDS Coursework, 1975-76

1975-76	Language Arts/Writing	Science/ Math	Reading	Study Skills	Other Courses ²
Number of Sections Offered	47	69	35	11	69
Number of Students Enrolled	468	516	305	109	552
Number of Students Completing	398	420	288	97	540
Completion Percent	85	81.4	94.4	88.9	97.8

¹Students in 4-year programs.

²Generally basic courses in the social sciences.

A summer schedule is exemplified by the program offered at the Fordham Rose Hill Campus. The IS 10000 Seminar held by HEOP is a mandatory 7-week summer program for the incoming HEOP freshmen. It has several components, two of which, English and Reading Skills, are required of all students. The remaining components are Math (algebra or calculus), The Urban Community, Economics, and Biology. Each student carries at least three components, based on his interests and his major. With the exception of biology, which has 2 hours of lecture and 3 hours of lab per week, the courses meet three times a week for 50-minute sessions with a mandatory parallel tutoring session immediately following. There are two basic non-classroom activities for pre-freshmen: mandatory group counseling, in which students meet twice a week with their counselor, and cultural activities in the New York City area.

In 1975-76, 48.5 percent of the pre-freshmen summer programs were residential. Although they are more costly and not always possible, residential summer programs are preferred over the commuter programs. The greater benefits available from the residential summer programs are:

- 1) Having the pre-freshmen in a residential group, which allows for more individual attention and diagnosis of learning deficiencies and needs;
- 2) More time for staff to become familiar with the freshmen before the entire population returns to the campus;
- 3) The opportunity to meet with chief administrative officers and heads of various academic departments, in order to orient the students to the overall administrative and academic functions of the institution;
- 4) More time to ease the anxiety of being away from home for the first time, and to instill study-learning patterns in a positive supportive environment; and

5) Most importantly, placing the student in a controlled situation where success can be achieved at a far less competitive level, since the skills and abilities of the pre-freshmen are similar.

Often commuter summer programs are necessary in urban areas, and the students make use of public transportation in traveling to and from campus. The commuter has a shorter day and less assistance from staff counselors and tutors, as he/she is usually present on campus only during class time. In this type of program, counseling and tutoring are built into the classes themselves, which enables commuter pre-freshmen to obtain the necessary supportive services required to achieve success. The typical summer program at Fordham Rose Hill previously mentioned serves both resident and commuter populations.

The costs of the summer programs and the costs of the academic year components are shown on Table 12. Of the total HEOP budget, 6.5 percent is expended on summer programs. These programs' academic benefits to the students far outweigh their costs. The summer programs provide the pre-college transition which assists HEOP students in their academic and personal adjustments to college.

Table 12
Summer Expense as Percent of Total Expense, by Category¹

Category	Summer	Academic Year
Professional Personnel and Benefits	15.3	84.7
Remedial/Developmental Tuition	21.4	78.6
Student Assistants and Benefits	19.6	80.4
Clerical/Secretarial and Benefits	15.4	84.6
Testing Supplies and Equipment	5.7	94.3
Travel	6.2	93.8
Indirect Expense	9.7	90.3
Contractual Services	11.9	88.1
Student Financial Assist. ²	3.9	96.1
TOTAL	6.5	93.5

¹Total dollars from all sources.

²Includes tuition, maintenance, and books.

Academic Year Supportive Services -
Remedial/Developmental/Supportive Courses

Remedial or developmental courses are offered to improve HEOP students' basic skills and to increase their foundations in certain subject areas. Remedial courses, which generally carry no credit, focus on improvement in students' reading comprehension, basic vocabulary, language arts, and mathematical skills. They are taught either by HEOP program staff or regular college faculty, and are usually part of the HEOP pre-freshman summer program as well as being available in the academic year.

Developmental or supportive courses, which normally carry credit, are introductory courses in specific subject areas, which combine pre-college and college level material. These courses are usually taught by regular college faculty and often meet more times per week than the normal credit hours assigned to the course. Often, in these additional sessions, tutoring and other forms of direct subject matter reinforcement are used.

Tables 13 and 14 show the RDS courses taken in 1975-76 by HEOP students in 4-year programs. The most widely offered RDS courses were in the language arts and writing areas. These courses focused on increasing the HEOP students' verbal skills and writing abilities. Most of the courses are basic college writing courses or introductory literature courses.

Science and mathematics RDS courses are usually offered in the academic year in conjunction with the basic entry level courses in those disciplines. In many cases, students in these RDS courses may also be majors in a particular related discipline. These additional sessions of developmental math or science sharpen the HEOP student's existing skills and broaden his scientific knowledge.

Reading and study skills courses are usually non-credit and are geared to provide HEOP students with the foundations needed for college success. Table 13 shows that in the fall, HEOP students completed less than 70 percent

of the reading RDS courses offered. This may be due to the students being enrolled in regular college courses and not having enough time to devote to a remedial reading course.

Table 13

Distribution of HEOP Students¹ in Fall
RDS Coursework, 1975-76

1975-76	Language Arts/Writing	Science/ Math	Reading	Study Skills	Other Courses ²
Number of Sections Offered	63	57	27	12	34
Number of Students Enrolled	638	436	253	268	382
Number of Students Completing	536	365	175	240	348
Completion Percent	84	83.7	69.1	89.5	91

¹Students in 4-year programs.

²Generally basic courses in the social sciences.

Table 14

Distribution of HEOP Students¹ in Spring
RDS Coursework, 1975-76

1975-76	Language Arts/ Writing	Science/ Math	Reading	Study Skills	Other Courses ²
Number of Sections Offered	49	44	27	10	19
Number of Students Enrolled	527	218	161	216	191
Number of Students Completing	443	169	139	200	178
Completion Percent	84	77.5	86.3	93	93.1

¹Students in 4-year programs.

²Generally introductory courses in the social sciences.

Tutoring

On most campuses, HEOP students who feel they are in need of tutoring in a particular subject request a tutor for that subject from the HEOP office. This is usually done through a staff person designated as a coordinator of tutoring or of supportive services. Tutoring also may be assigned when the HEOP Director, either through formal or informal feedback from course professors, determines that a student is making poor progress in a specific course. Project Directors usually monitor a student's progress in their courses by obtaining copies of midterm grades or weekly progress reports from instructors. This early warning system is used particularly for freshmen students or students who are experiencing academic difficulties. Tutoring HEOP students often automatically is attached to a specific course through additional course sessions.

Tutoring is compulsory in most HEOP programs since it greatly helps students to achieve academic success. This is also true of summer program attendance and the utilization of counseling. The compulsory approach yields much better results than the voluntary approach. Tutoring in the academic year is used as reinforcement not only for course subject matter, but also for remedial and/or developmental coursework taken by HEOP students in pre-freshman summer programs.

For 1975-76, there was a marked increase of 54.4 percent in the total number of tutoring hours provided to HEOP students. This was accompanied by a 32.2 percent increase in the total number of students receiving tutoring services. Each of the 3,264 students tutored received an average of 44 hours tutoring during 1975-76, which represented an 18.9 percent increase over the average number of tutoring hours received by each HEOP student in 1974-75.

Table 15

Tutoring Services Provided to HEOP Students
1975-76 Compared to 1974-75

	1975-76	1974-75	% of Increase
Tutoring Hours	143,979	93,232	54.4
Total Number of Students Tutored	3,264	2,469	32.2
Average Number of Hours Received per Student	44	37	18.9

Table 16 shows that there was a slight increase in the use of undergraduate tutors. Campus programs have realized that student tutors, when trained by program staff and supervised in tutoring, are not only less expensive but are as effective as professional tutors. Using student tutors maximizes instructional dollars, since professional salaries are constantly rising. Whenever possible, tutors are selected from qualified continuing students. This arrangement both reinforces subject matter for the tutor and allows HEOP student tutors to serve as role models for the tutees.

Table 16

Status of Tutors Used by All HEOP Students
1975-76 Compared to 1974-75

	Undergraduate	Graduate	Professional	Other	Total
1975-76	66.7%	20.7%	10.2%	2.4%	100%
1974-75	63.7%	24.9%	9.5%	1.9%	100%

Counseling

The five general categories of counseling provided to HEOP students are:

- 1) Academic/Educational - To provide students with an understanding of degree requirements, to assist students in selecting courses best suited to their academic abilities, and to help the students select an appropriate academic major.
- 2) Personal/Social - To facilitate the socialization of the students to the college environment, to enhance their self-confidence, and to develop a positive attitude toward learning.
- 3) Vocational/Placement - Students are often undecided about what to do after graduation. Career counseling helps the student in selecting the necessary courses and expands the student's awareness of various career and educational opportunities in preparation for employment or postgraduate study. Students who are graduating from the program or leaving for other reasons receive help from the counselor in preparing resumes and finding employment.
- 4) Psychological - This type of counseling is provided to HEOP students when identification of specific problems warrants. Counseling of this kind is handled in a very personal manner and students may be referred to other on-campus or off-campus professionals.
- 5) Financial - To provide students with the necessary information and assistance to complete all financial aid forms. This type of counseling also assists students in budgeting themselves to live within their means.

For 1975-76, 37 percent of all counseling provided to HEOP students was educationally oriented, including much academic advisement. Much of the educational counseling provided to HEOP students focused on selection of appropriate majors and career goals.

There was over a 5 percent increase in counseling classified as financial. This increase is probably due to the increased complexity in financial aid forms which HEOP students are required to complete.

Table 17

Types of Counseling

Provided to All HEOP Students

1975-76 Compared to 1974-75

	Psychological	Personal/ Social	Educational	Placement/ Vocational	Financial	Other
1975-76	8.9%	21.8%	37%	12%	20%	.3%
1974-75	7.9%	21.9%	41.2%	10.8%	14.2%	4%

VI

STUDENT ACHIEVEMENT

Grades and Credit Accumulation

A HEOP student, by the nature of the eligibility criteria for admissions, must be both economically and academically disadvantaged. In recognition of this, HEOP students are given a total of 10 semesters to complete the necessary requirements for a Bachelor's degree; six semesters are allotted for the completion of an Associate degree. During the freshman year, a HEOP student usually takes a reduced course load, with some remedial/developmental courses and heavy use of tutoring. Once the HEOP student has made up for his academic deficiencies and increased his academic abilities, his grade point average and rate of course completion increases.

Table 18 shows the grade point averages of all HEOP students for 1975-76. Over 60 percent of all HEOP students have GPA's of over 2.0 with almost 21 percent having 3.0 or higher.

Table 18
Grade Point Average of HEOP Students
1975-76

0 - .99	1.0 - 1.9	2.0 - 2.9	3.0 - 4.0
19.0%	20.9%	39.3%	20.8%

Table 19 demonstrates a fairly even distribution of students by terms of entry, credits earned, and semesters in college. This indicates that many students are "surviving" to the upper years, with a satisfactory rate of credit accumulation.

Table 19

Status of HEOP Students, 1975-76

STATUS BY:	PERCENT OF DISTRIBUTION
A. Terms of Entry	
1975-76	34.3
1974-75	23.1
1973-74	18.4
1972-73	15.2
1971-72	5.4
Before 1971-72	3.6
B. Credits Earned	
0-24	36.5
25-48	23.0
49-72	19.5
73-96	12.7
100-120	6.4
121+	1.9
C. Semesters in College	
1- 2	32.9
3- 4	22.8
5- 6	19.4
7- 8	13.8
9-10	7.5
10+	0.6
First Time	33.9
Transfers/Readmits	8.9
Continuing	57.2

Choice of Major

The State Education Department funds both 2-year and 4-year institutions through HEOP. The 2-year institutions offer such diverse majors as liberal arts, business, and culinary skills. The 4-year institutions offer majors ranging from engineering, the sciences and nursing to fine arts, drama, and dance as well as the more traditional liberal arts majors.

Table 20 shows HEOP students by the five most popular majors. Social Science is the most popular major of HEOP upperclassmen.

Table 20

Percent of Juniors and Seniors Enrolled by
Subject Area, 1975-76

(Five Most Popular Majors by Sex)

	Total	Men	Women
1. Social Science		Business and Management	Social Science
	24.9	17.3	24.8
2. Business and Management		Social Science	Education
	13.3	24.9	12.4
3. Psychology		Psychology	Psychology
	9.2	9.0	9.4
4. Education		Biological Sciences	Business and Management
	8.6	8.0	9.3
5. Biological Sciences		Communications	Fine and Applied Arts
	7.1	6.0	6.9
6. All Others		All Others	All Others
	36.9	34.8	37.2
Percent of All Students by Sex		50.6	49.4

Separation

Table 21 shows the four most frequent reasons for separation. Of all students who were separated from HEOP in 1975-76, 45.3 percent left for "other" reasons. These reasons include financial, personal, and medical reasons. Since the HEOP student is extremely vulnerable to family, financial, and personal crises, it is not surprising that these "other" conditions account for the largest percentage of those who separated.

Table 21

Program Separation

1975-76 Compared to 1974-75, 1973-74¹

Conditions	Percent Leaving		
	1975-76	1974-75	1973-74
Transfer ²	10.7%	13.6%	14.8%
Academic Dismissal	31.1	26.8	15.3
Academic Leave of Absence	12.9	5.4	6.4
Other ³	45.3	54.2	63.5

¹Malcolm-King not included.

²These students continued their education at another institution.

³Other conditions include financial, personal, and medical reasons.

Table 22 shows the credit hour accumulation of HEOP students by semester. This table illustrates that HEOP students who have been in the program for two semesters or more have over an 80 percent completion rate of the credits they attempt. Students who have been in the program between 2 and 9 semesters average 26.4 credits and complete 22.27 of them. These credits are applied to their degree and show that HEOP students are making normal progress toward the attainment of their degrees.

Table 22
Total Coursework for All HEOP Students, 1975-76

STUDENTS BY SEMESTER IN PROGRAM	1975-76 ¹ AVE. CREDITS		% COMPLETED
	ATTEMPTED	COMPLETED	
1	10.89	7.28	66.9
2	24.19	19.67	81.3
3	30.20	24.19	80.1
4	23.54	19.59	83.2
5	20.89	16.49	78.9
6	23.90	20.83	87.2
7	30.67	26.05	84.9
8	30.24	27.27	90.2
9	27.81	24.10	86.7
10	30.04	25.68	85.5
TOTAL AVERAGE	25.24	21.12	83.7
AVG. 2-9 SEMESTERS	26.43	22.27	84.3

¹In the course of an academic year.

Retention

Once admitted, a HEOP student embarks on a course of study geared toward the acquisition of, typically, 120 credit hours and a bachelor's degree for those in attendance at a 4-year institution. HEOP students usually finish within 4 years but have a maximum of 5 years as stipulated in HEOP guidelines.

As indicated on Figure 7, the majority of students enter programs during the summer term. This is when pre-freshman summer programs are held, thus providing students with the opportunity to receive a broad range of supportive services. Students entering programs during the summer and fall terms have a much better academic performance record than students who enter during the spring. The reasons for this are varied; however, the fall term programs continue to provide supportive services where the summer program left off. Students who enter in the spring do not have the benefits of supportive services in a sequentially ordered fashion.

Figure 7

Distribution of First Timers by Term of Entry

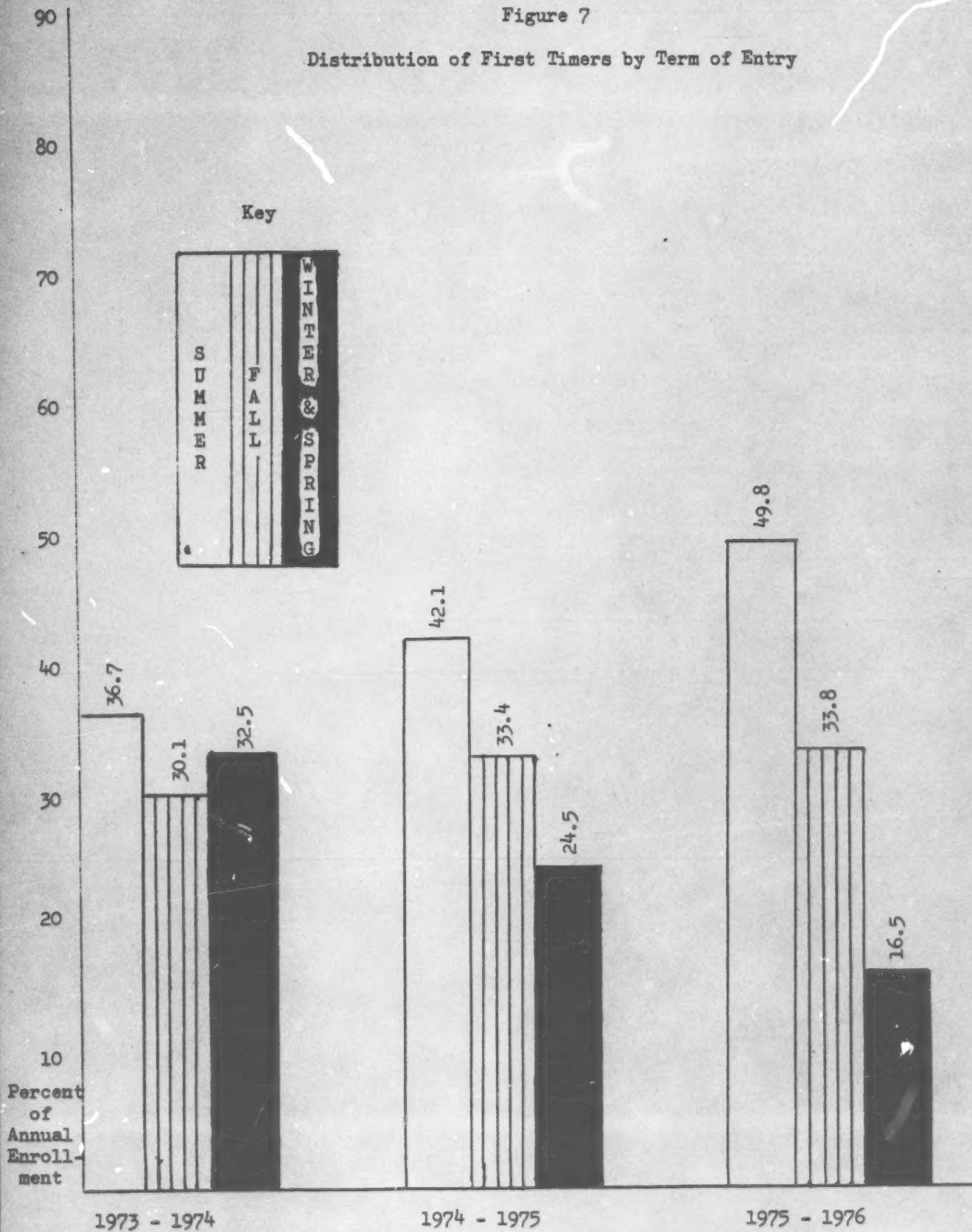


Table 23

Percent of Graduates Compared to
Total Number of Students Ever Enrolled in HEOP
1973-74, 1974-75, & 1975-76

Total:	Up to End of 1973-74	Up to End of 1974-75	Up to End of 1975-76
A. Enrolled	14,177	16,438	18,491
B. Graduates	1,990	2,757	3,383
C. % Graduates of Total Enrolled (B/A)	14.0%	16.9%	18.3%

1975-76 Graduates

The number of HEOP graduates with 2- and 4-year degrees continued to increase for 1975-76. Of those students who ever entered HEOP, 18.3 percent had graduated by the end of the 1975-76 academic year. This brings total HEOP graduates to over 3,000.

Table 24 shows that over 41 percent of the graduates obtained employment after graduation with 13 percent of these being employed in the field of education. This tends to show the employability of HEOP graduates even when job opportunities are scarce.

Another 27.5 percent of the 1975-76 HEOP graduates entered graduate and professional schools. This demonstrates the high academic achievement levels of HEOP students despite their entering academic disadvantages. This high rate also attests to the high level of aspiration, confidence and sophistication not only of HEOP students, but also of those who counsel and assist them in achieving their college degrees.

Table 24
Placement of Graduates
1975-76¹

Area of Placement	Employment in:		Grad School	Professional School	Other	Matriculation at Senior College ²	Don't Know
	Education	Other					
Percent	13.0	28.4	18.3	9.2	6.7	10.0	14.4

¹As reported by counselors.

²For graduates of 2-year institutions only.

VII

Student Financial Aid and Program Financing

Student Financial Assistance

The economic guidelines used to determine HEOP students' eligibility generally are so low that HEOP students' families can contribute little or nothing toward the costs of their college education. This then makes the providing of financial aid to HEOP students critical. Institutions participating in HEOP are required to demonstrate that adequate financial aid will be available for program students, and that only a reasonable amount of "self-help" will be required of the HEOP students, particularly in the early years of their college education. At the same time, rising costs are causing serious problems for non-HEOP as well as HEOP students, and many institutions are confronted with problems of how to distribute their limited funds in an equitable manner among all students. New financial aid programs and their increased award amounts are only partially of help in easing the student and family financial burden, as inflation causes rising tuition and maintenance costs.

Each year, financial aid officers submit standard budgets to be used in the needs analysis system for students. Table 25 shows the average figures used by financial aid officers for 1975-76 in making up financial aid packages for HEOP students. These budgets show increases in college tuition of over 5 percent for 4-year and 19 percent for 2-year institutions.

This same table shows a decrease in living costs for both 2- and 4-year college students. This large decrease (an average of almost 20 percent) can be attributed to several factors. The computation of the average budgets was done by using the standard budgets for the general categories of students: resident or commuter by dependent, independent and married. These budgets

Table 25

Distribution of Budgeted College-Going Costs for Opportunity Students
1975-76 Compared to 1974-75

College - Going Costs	4-Year				2-Year			
	1975-76	1974-75	Change	Percent of Change	1975-76	1974-75	Change	Percent of Change
Educational ¹	\$2,965	\$2,821	144	5.1	\$2,118	\$1,781	337	18.9
Living ²	1,986	2,204	(218)	(9.9)	1,757	2,502	(745)	(29.8)
Total	4,951	5,025	(74)	(1.5)	3,875	4,283	(408)	(9.5)

¹Including tuition, fees, and books.

²Includes room and board for resident students and transportation and lunches for commuters.

were then weighted based on the number of students in each category. Changes in the number of students in the categories affected the average living costs. For example, in 1975-76 there was a 2 percent decrease in married students, who generally have higher living costs. This decrease affected the overall amount of the average living costs.

Another reason for this large decrease in living costs could be due to financial aid officers not budgeting the total living costs, as resources were not available to meet this need.

Aid is available from several sources to provide funds to meet these costs. Students apply for State aid through the Tuition Assistance Program and the New York State Higher Education Services Corporation Loan Program. Federal aid is available through the Federal Basic Education Opportunity Grant program and may be allocated to the student by the college through the Federal Supplemental Educational Opportunity Grant, National Defense Student Loans, or College Work Study Programs. Each individual institution also may provide to the HEOP student an institutional direct grant, waiver, work or loan. The distribution of grant sources is shown in Table 26.

Table 26
 Grants in Aid for HEOP Students
 1975-76 Compared to 1974-75
 (Weighted Averages)

	4-YEAR				2-YEAR			
	1975-76	1974-75	Change	% of Change	1975-76	1974-75	Change	% of Change
HEOP Grant	\$ 744	\$ 826	(82)	(9.9)	\$ 527	\$ 611	(84)	(13.7)
TAP B and C	1,097	831	266	32.0	790	401	389	97.0
HEOG	709	480	229	47.7	735	323	412	177.6
SEOG	283	314	(31)	(9.9)	55	71	(16)	(22.5)
Other Aid/Grants	117	362	(245)	(67.7)	195	95	100	105.3
V.A./Social Security	122	137	(15)	(10.9)	179	117	62	53.0
Institutional Grants and Waivers	567	685	(118)	(17.2)	133	213	(80)	(37.6)
TOTAL	\$3,639	\$3,635	4	.11	\$2,614	\$1,831	783	42.8

At the 4-year institutions, some federal and institutional financial aid decreased. These decreases, however, were somewhat offset by large percentage increases in the New York State Tuition Assistance Program and the Federal Basic Education Opportunity Grant Program. These two programs give aid to students based on their or their families' incomes. Since HEOP students are very economically disadvantaged, they receive close to maximum awards from these programs.

The difference between the total amount needed by the student, as reflected in the student budget, and the amount of aid available from all sources, is known as the aid gap, and represents the unmet needs of the student. In many cases, the student with a gap has to take additional part-time work or increase his or her cumulative loan. A comparison of this amount of unmet need for HEOP students for 1975-76 compared to 1974-75 is shown on Table 27.

The unmet need of HEOP students decreased over the period shown. This was due to more HEOP students being eligible to receive TAP C awards and to receive maximum HEOG awards. In previous years, these programs' criteria had eliminated many HEOP students from receiving maximum awards. Guidelines for TAP and HEOG in 1975-76 removed these restrictions.

Table 27
Average Costs¹ Compared to Average Aid²
1975-76 to 1974-75

	4-Year				2-Year			
	1975-76	1974-75	Change	% of Change	1975-76	1974-75	Change	% of Change
Average Budget ³	\$4,951	\$5,025	\$- 74	-1.5	\$3,875	\$4,283	\$ -408	-9.5
Average Aid	4,288	3,943	+345	+8.7	3,136	1,906	+1,230	+64.5
Difference: Unmet Need	663	1,082	(419)	(38.7)	739	2,377	(1,638)	(68.9)
% of Difference	13.4	21.5	(8.1)	(37.7)	19.0	55.5	(36.5)	(65.7)

¹ Educational and maintenance costs to the student as reflected in typical student budgets submitted by the institution.

² Including grants, work, and loans (all sources except student and family).

³ Includes all categories of students (weighted).

HEOP Program Financing

The HEOP appropriation to independent colleges and universities in 1975-76 represented an average grant to each Full Time Equivalent (FTE) student of \$1,357. For many reasons, as explained earlier in Chapter III, the total funds allocated to each institution may not have been expended.

The itemized distribution of HEOP funds is shown on Table 28. For the second year, HEOP funds spent in the supportive services categories increased. HEOP Guidelines stressed increasing HEOP supportive services costs over student financial aid, since more funds were available from HEOG and TAP and since more HEOP students received higher TAP C awards. For this year, HEOP funds to supportive services increased 13.7 percent and decreased by 10.47 percent in student financial aid.

Although more HEOP funds were contributed in supportive services, overall funding for the professional personnel category decreased slightly. This was due to an over 20 percent decrease in institutional, federal and other sources used to support professional personnel, (Table 28). This decrease is probably due to the extremely tight financial situation independent colleges are facing.

Over a 35 percent increase in travel was provided to HEOP professional personnel for 1975-76. This increase in travel funds allowed for increased attendance at required training conferences and workshops.

Table 28

Total Program Expenditures and Distribution by Source
1975-76 Compared to 1974-75

A. Supportive Services	HEOP	Institution	Federal & Other	Total 1975-76	Total 1973-74	% of Change
Professional Personnel and Benefits	2,467,645	727,922	56,970	3,252,537	3,274,097	- 0.7
Remedial-Developmental Tuition	163,341	104,685	114,340	382,366	484,978	-21.2
Other Professional Personnel	100,652	16,542	1,500	118,694	165,513	-28.3
Student Assistants and Benefits	410,712	75,500	81,689	567,901	498,708	13.9
Clerical & Secretarial Personnel & Benefits	NA ¹	247,467	16,288	263,755	259,230	1.7
Consumable Supplies	7,626	66,331	8,092	82,049	78,137	5.0
Equipment	NA ¹	20,515	1,997	22,512	53,990	58.3
Travel	36,459	28,441	1,536	66,436	55,438	19.8
Indirect Expenses	NA ¹	936,285	9,035	945,320	692,486	36.5
Total Supportive Services	3,186,435 ²	2,223,688	291,447	5,701,570	5,562,577	2.5
B. Student Financial Aid	3,969,876 ²	3,484,478	15,587,366	23,041,720	18,812,216	22.5
TOTAL	7,156,311 ²	5,708,166	15,878,813	28,743,290	24,374,793	17.9

¹Not a HEOP reimbursable expense.

²Difference due to rounding.

³Includes regular tuition, maintenance, and books.

Table 29

HEOP Expenditures
1975-76 Compared to 1974-75

Category	Amount		% of Change
	1975-76	1974-75	
<u>Total Supportive Services:</u>			
Professional Personnel and Benefits	\$2,467,645	\$2,170,359	13.7%
Remedial-Developmental Tuition	163,341	198,643	-17.8
Other Professional Personnel	100,652	132,429	-24.0
Student Assistants	410,712	389,929	5.3
Testing Supplies and Materials	7,626	14,714	-48.2
Travel	36,459	29,429	23.9
Support. Services: TOTAL	3,186,435	2,935,502	8.5
Supplemental Financial Assistance: TOTAL	3,969,876	4,429,003	-10.4
TOTAL HEOP EXPENDITURES	7,156,311 ¹	7,357,149	- 2.7 ²

¹Differences are due to rounding.

²Decrease in expenditures due to audit disallowances.

In 1975-76, because of increases in the New York State Tuition Assistance Program (TAP) and the Federal Basic Education Opportunity Grant (FEOG), the funding formula was changed to allow for more HEOP dollars to be spent in the supportive services categories. In 1975-76 over 75 percent of the funds used to finance HEOP professional and supportive personnel came from the HEOP allocation. The institutions contributed about 22 percent with the remaining funds being contributed from other sources, mainly federal funds. On the other hand, HEOP funds accounted for only 17.2 percent of student financial aid.

HEOP Professional and supportive staff increased by 11.9 percent in 1975-76 after having decreased over 18 percent in 1974-75. With this increase in professional and supportive staff, the ratio of students to staff improved. This allowed for more individualized instruction to be provided.

VIII

PROGRAM AUDIT

During the year 1975-76, the State Department of Audit and Control conducted an audit of the HEOP program, covering the period from 1969 through the 1974-75 academic year. The audit found that, in general, HEOP students were being well served. The primary concern raised was the economic and academic eligibility of students participating in the program.

The auditors selected five institutions and from their findings applied generalizations to the total HEOP efforts. The method for selecting the sample institutions was not provided to the Department. Two of the five institutions selected provided part-time programs. Since there were only four part-time programs being funded, the Department felt that the findings of the audit were not necessarily representative. The procedures by which success, costs, and impact are determined are clearly different for part-time programs than those used for the remaining 71 HEOP programs operating on a full-time basis.

The Department of Audit and Control reviewed eligibility documentation for 1,093 students in these five institutions and found 115 or 10.5 percent did not meet the eligibility criteria which were in effect at the time of the admissions. The percent of ineligible students at the five colleges range from 2.3 percent to 17.2 percent. They projected their findings to a total of 15,000 students in the HEOP program during the audit period by assuming a constant eligibility rate of 10.5 percent, thereby estimating that 2.8 million of the 30 million dollars allocated during the audit period might have been spent on ineligible students.

The Education Department, on the other hand, showed that of the 516 students served by the full-time programs only 28 (five percent) were found to

be ineligible. The Department also showed that half of all students found to be ineligible would have been eligible under subsequent guidelines. In fact, almost all the students found to be economically ineligible were economically deprived and only slightly exceeded the guidelines. It should be made clear that there was no charge of mismanagement or fraud on the part of the institutions or the Education Department, and, in all cases, participating institutions had contributed their own resources and funds to these same students in greater amounts than the HEOP grants.

Many procedural and management recommendations made by the Department of Audit and Control had already been put into effect and more were instituted subsequent to the audit. For example, the Department of Audit and Control recommended a student-by-student eligibility check for all first-time students, as well as a complete institutional self-audit for the audit period covered. Students' names and records are now submitted each year to the HEOP central office as a control on academic and economic eligibility. Further, the Education Department has moved to increase HEOP office staff in report and data areas to ensure accuracy and completeness of reports in compliance with guidelines and law. Moreover, a complete institutional self-audit plan has been put into effect to cover the 16,000 students served from 1969 through 1975.

In general, the Education Department and the Department of Audit and Control were in agreement as to potential administrative improvements. The audit has served as a catalyst for greater accountability and efficiency of program management. At the same time, it provided the Education Department with a more readily available data base for evaluating and improving the HEOP effort.

APPENDIX A

Entering H.E.O.P. Students Profiles by Academic Preparation

Institution	Percent Freshmen With:				
	Non-Acad. Diploma	GED/No Diploma	Below 80 High School Average	Lower Three Quintiles of Class	SAT Verbal Less Than 500
Bard College	0	25	45.8	27.8	100
Barnard College	0	0	0	20	85.7
Canisius College	19.4	9.7	56.5	46	97.8
Colgate University	0	0	23.1	7.7	100
Coll. of Mt. St. Vincent	20	6.7	46.7	ND ¹	100
College of New Rochelle	45	25	93.3	ND	100
College of St. Rose	26.2	52.7	89.5	50	100
Columbia University	0	0	13.6	4.5	86.4
Columbia-General Studies	33.3	37.5	58.3	60	66.7
Cornell Univeristy	ND	ND	0	33.3	90
C.W. Post	0	11.5	88.5	77.8	100
Dowling	0	11.8	82.4	93.3	100
Elmira	0	0	71.4	71.4	100
Fordham - Lincoln Center	0	18.9	80	55.5	100
Fordham - Rose Hill	2.9	0	38.6	22.9	97.1
Hamilton-Kirkland	0	0	0	27.3	71.4
Hobart-William Smith	70.6	0	64.7	52.9	100
Hofstra University	6.7	0	53.4	33.4	96.4
Iona	75	0	100	85.7	100
Ithaca	0	0	85.7	35.7	100
Keuka	0	0	62.5	47.1	100
LeMoyne	12.5	0	75	75	100

Appendix A cont'd.

Institution	Non-Acad. Diploma	GED/No Diploma	Below 80 High School Average	Lower Three Quintiles of Class	SAT Verbal - Less Than 500
Long Island University	80.5	31.4	97.2	ND	100
Manhattan College	7.3	0	41.7	45.8	100
Manhattanville	0	0	47.4	28.6	94.4
Marist College	5	5	94.73	100	100
Marymount	0	9.5	85.7	65	100
Marymount/Manhattan	51.7	3.3	89.7	50	95.5
Medaille	0	76.9	71.4	ND	ND
Mercy College	ND	ND	ND	ND	ND
Molloy	52.6	47.4	90	90	ND
Mt. St. Mary	0	14.3	85.7	57.1	ND
Nazareth	66.6	25	83.3	100	100
NYIT-Manhattan	78.2	4.3	93.8	33.3	100
NYIT-Old Westbury	6.25	30.4	93.8	33.3	100
New York University	0	8.3	77	32	100
Niagara University	100	24	68.4	61.1	100
Nyack College	0	18.2	100	100	100
Pace - New York ²					
Pace - Westchester ²					
Polytechnic Inst. of New York	33.3	0	40	50	93.8
Pratt Institute	0	0	88.9	100	100
Rensselaer Polytech. Inst.	0	0	0	0	100
Rochester Inst. of Technology	13.6	4.3	68.2	75	92.6
Rosary Hill (Daemen)	100	17.6	56.5	69.6	100

Appendix A cont'd.

Institution	Non-Acad. Diploma	GED/No Diploma	Below 80 High School Average	Lower Three Quintiles of Class	SAT Verbal Less Than 500
Russell Sage	0	0	66.7	ND	100
St. John Fisher	100	14.3	100	85.7	75
St. John's University	14.7	19	100	11.5	95.2
St. Lawrence University	0	0	30	30	100
Siena College	0	0	50	38.5	100
Skidmore	0	0	71.4	85.7	100
Southampton of L.I.U.	0	50	91.7	33.3	100
Syracuse University	43.5	2.5	97.4	80	100
University of Rochester	0	0	77.7	33.3	100
Union College	0	0	57.1	85.7	92.8
Utica College	0	25.8	86.9	73.9	92.8
Vassar College	ND	ND	ND	28.5	55.5
Wagner	0	0	82.7	56.6	100
Albany Business College	100	39.1	85.7	88.8	NA ³
Culinary Institute	66.6	66.6	100	100	NA
Elizabeth Seton	100	16.6	86.6	100	100
Junior College of Albany	100	46.3	78.2	88.8	100
Mater Dei	70.8	29.1	79.4	75	100
Coll. St. Rose/Albany Co. Jail	100	86.6	100	100	NA
JCA/Coxsackie	100	90	100	0	NA
Malcolm/King	NA	NA	NA	NA	NA
Marist/Greenhaven	NA	84	NA	NA	NA
University College of Syracuse	81.6	56.6	76.9	90	100
Niagara Frontier/Attica	80	70.72	84.2	100	NA

Appendix A cont'd.

Institution	Non-Acad. Diploma	GED/No Diploma	Below 80 High School Average	Lower Three Quintiles of Class	SAT Verbal Less Than 500
Univ. w/o Walls/Great Meadow	93.7	93.7	100	100	NA
Academic Opportunity Cons. ⁴					

¹ND indicates that data was not available.

²No Freshmen admitted.

³NA indicates that information is not applicable.

⁴See participating institutions.

APPENDIX B

Entering H.E.O.P. Student Profiles by Certain Characteristics

Institution	Percent of Freshmen Receiving:			Percent of Freshmen Who Are:	
	Social Services	Social Security	V.A. Benefits	Married	Independent
Bard College	0	0	0	0	26.9
Barnard College	42.8	28.5	0	0	14.2
Canisius College	22.3	11.9	5.9	5.9	23.8
Colgate University	0	0	0	0	0
College of Mt. St. Vincent	38.5	0	0	0	0
College of New Rochelle	86.6	0	0	0	6.6
College of St. Rose	5.5	0	0	0	33.3
Columbia University	54.5	22.7	0	0	9
Columbia School of General Studies	12.9	0	0	0	58
Cornell University	5.5	16.6	5.5	0	22.2
C.W. Post	35	8.7	0	1.7	15.7
Dowling College	5.8	0	0	0	17.6
Elmira	0	0	0	14.2	28.5
Fordham - Lincoln Center	27.7	0	0	0	7.4
Fordham - Rose Hill	30	8.5	0	0	11.4
Hamilton-Kirkland	0	0	20	0	0
Hobart Smith	6.6	6.6	0	13.3	13.3
Hofstra	48.3	0	0	6.4	45.1
Iona College	12.5	50	12.5	0	12.5
Ithaca	7.1	14.2	14.2	0	14.2
Keuka College	5.8	47	5.8	0	5.8
LeMoyne	0	0	0	0	0
Long Island University	37.5	0	0	0	26.9
Manhattan College	0	0	0	0	0

Appendix B cont'd.

Institution	Percent of Freshmen Receiving:			Percent of Freshmen Who Are:	
	Social Services	Social Security	V.A. Benefits	Married	Independent
Manhattanville	55.5	33.3	5.5	0	22.2
Marist College	0	0	0	0	46.5
Marymount-Tarrytown	50	20.8	8.3	0	25
Marymount-Manhattan	33.3	0	9	30.3	21.1
Medaille	0	0	0	31.7	20
Mercy College	ND	ND	ND	ND	ND
Molloy	57.8	0	0	15.7	5.2
Mt. St. Mary	25	12.5	0	12.5	37.5
Nazareth	75	0	0	25	0
New York Inst. of Tech. Manhattan	55	0	0	0	10
New York Inst. of Tech. Old Westbury	31.5	2.1	2.1	14.1	21.7
New York University	67.4	3.4	3.4	1.1	4.6
Niagara University	0	0	0	0	8.3
Nyack	0	0	0	0	18.1
Pace-New York	NA	NA	NA	NA	NA
Pace-Westchester	NA	NA	NA	NA	NA
Polytechnic Inst. of New York	31.2	0	0	0	0
Pratt	22.2	11.1	0	0	33.3
Rensselaer Polytech. Institute	0	0	0	0	0
Rochester Inst. of Technology	0	17.3	0	0	8.6
Rosary Hill (Daemen)	0	20.6	10.3	0	17.2
Russell Sage	0	0	0	0	0
St. John Fisher	28.5	14.2	0	0	14.2
St. John's University	0	0	0	2.3	23.8
St. Lawrence	20	30	0	0	10

Appendix B cont'd.

Institution	Percent of Freshmen Receiving:			Percent of Freshmen Who Are:	
	Social Services	Social Security	V.A. Benefits	Married	Independent
Siena College	0	0	0	0	7.1
Skidmore College	0	0	0	0	27.2
Southampton of LIU	0	6.8	0	0	10.3
Syracuse University	65	7.4	0	0	7.4
Union College	0	0	0	0	28.5
University of Rochester	33.3	0	0	0	0
Utica College	0	0	0	0	0
Vassar	14.2	0	0	0	14.2
Wagner College	43.3	0	0	0	20
Albany Business College	0	0	0	0	21.7
Culinary Institute of America	0	0	0	0	100
Elizabeth Seton Junior College of Albany	0	0	0	7.4	25.9
	9.7	0	7.3	14.6	58.5
Mater Dei College	20.8	2	12.5	45.8	4.1
College of St. Rose/ Albany County Jail ¹	NA	NA	NA	NA	NA
Junior College of Albany/Coxsackie ¹	NA	NA	NA	NA	NA
Malcolm-King	ND	ND	ND	ND	24.2
Marist/Greenhaven ¹	NA	NA	NA	NA	NA
University College of Syracuse University ¹	0	0	0	0	65.7
Niagara Frontier ¹	0	0	10	16.6	28.3
University ¹ w/o Walls/ Skidmore	100	0	0	NA	NA
Academic Opportunity Consortium ²	NA	NA	NA	NA	NA

¹Prison programs.

²See participating institutions.

Appendix C

HEOP Student Profiles
Demographic Characteristics of All Students

Institution	Percent of HEOP Students Who Are:							
	Black	Spanish-Surnamed	White	Other	Under 21	Over 25	Male	Female
Bard College	45.5	38.2	16.3	0.0	58.1	1.8	45.5	54.5
Barnard College	35.8	48.7	5.1	10.2	43.5	0.0	0.0	100.0
Canisius College	84.4	4.5	8.4	2.7	62.3	12.3	55.1	44.9
Colgate University	40.0	50.9	7.2	0.0	49.0	0.0	69.1	30.9
Coll. of Mt. St. Vincent	53.7	24.0	22.2	0.0	61.1	14.8	16.6	83.4
College of New Rochelle	63.0	21.9	13.6	1.3	61.6	20.5	0.0	100.0
College of St. Rose	57.7	8.8	33.3	0.0	24.4	40.0	51.1	48.9
Columbia University	45.1	35.4	7.5	11.8	40.8	1.0	100.0	0.0
Columbia-General Studies	56.7	32.6	4.8	5.7	0.0	64.4	60.5	39.5
Cornell University	59.6	19.2	2.8	18.2	52.8	1.9	55.7	44.3
C.W. Post	72.1	11.9	15.2	.6	39.0	7.9	56.9	43.1
Dowling	45.6	13.5	39.8	.9	22.3	40.7	37.8	62.2
Elmira	32.4	10.8	56.7	0.0	35.1	5.4	56.7	43.3
Fordham-Lincoln Center	37.1	50.7	10.7	1.4	53.5	.7	33.5	66.5
Fordham-Rose Hill	31.6	57.0	8.5	2.7	35.9	1.9	51.9	48.1
Hamilton/Kirkland	48.0	6.0	34.0	12.0	56.0	2.0	64.0	36.0
Hobart & Wm. Smith	66.6	27.0	4.1	2.0	60.4	6.2	68.7	31.3
Hofstra	74.5	18.0	6.5	.8	70.4	1.6	52.4	47.6
Iona	61.4	14.0	24.5	0.0	28.0	21.0	42.1	57.9
Ithaca	64.7	19.7	14.0	1.4	36.6	7.0	56.3	43.7
Keuka	33.3	17.9	46.1	2.5	76.9	2.5	0.0	100.0
LeMoyne	67.5	17.5	12.5	2.5	50.0	10.0	47.5	52.5
Long Island University	66.9	25.8	3.9	3.2	18.9	37.9	35.6	64.4
Manhattan College	33.7	50.0	13.9	2.3	48.8	2.3	83.7	16.3

Institution	Percent of HEOP Students Who Are:							
	Black	Spanish-Surnamed	White	Other	Under 21	Over 25	Male	Female
Manhattanville	59.3	22.0	11.8	6.7	47.4	6.7	35.5	64.5
Marist	50.8	22.1	25.4	1.6	33.6	30.3	63.2	36.8
Marymount	72.0	22.0	5.8	0.0	52.9	7.3	0.0	100.0
Marymount Manhattan	50.6	44.4	4.9	0.0	48.8	9.8	3.7	96.3
Medaille	88.8	0.0	11.2	0.0	20.0	42.2	37.7	62.3
Mercy College	68.4	16.0	14.6	.9	41.9	25.9	44.8	55.2
Molloy College	65.4	20.0	12.7	1.8	23.6	47.2	1.8	98.2
Mt. St. Mary	79.6	11.1	9.2	0.0	20.3	33.3	35.1	64.9
Nazareth College	55.8	17.6	26.4	0.0	23.5	20.5	14.7	85.3
N.Y. Inst. of Technology	82.5	11.1	1.5	4.7	30.1	19.0	53.9	46.1
N.Y.I.T-Old Westbury	67.6	5.7	25.7	.9	33.3	31.4	47.6	52.4
New York University	54.5	32.6	7.6	5.1	47.5	13.1	37.5	62.5
Niagara University	57.7	2.0	35.0	5.1	37.1	26.8	45.3	54.7
Nyack	45.0	45.0	10.0	0.0	50.0	10.0	55.0	45.0
Pace	66.6	26.9	3.1	3.1	50.7	12.6	58.7	41.3
Pace - Westchester	70.8	12.5	12.5	4.1	45.8	8.8	50.0	50.0
Polytech. Inst. of N.Y.	51.5	24.2	.3	21.2	72.7	12.1	87.9	12.1
Pratt	61.9	14.2	4.7	19.0	11.9	28.5	65.4	34.6
R.P.I.	68.0	28.0	0.0	4.0	60.0	4.0	80.0	20.0
R.I.T.	66.6	9.1	21.6	2.5	27.5	22.5	59.1	40.9
Rosary Hill	54.5	1.1	43.1	1.1	46.5	18.1	37.5	62.5
Russell Sage	61.7	17.6	20.5	0.0	67.6	0.0	0.0	100.0
St. John Fisher	68.4	18.4	13.1	0.0	39.4	13.1	63.2	36.8
St. John's Univ.	71.9	14.6	14.3	0.0	25.1	19.4	68.3	31.7
St. Lawrence Univ.	66.6	4.7	28.5	0.0	76.1	0.0	47.6	52.4
Southampton Coll.-LIU	79.1	0.0	16.6	4.1	39.5	16.6	52.0	48.0

Appendix C cont'd.

Institution	Percent of HEOP Students Who Are:							
	Black	Spanish-Surnamed	White	Other	Under 21	Over 25	Male	Female
Siena	57.1	19.0	19.0	4.7	59.5	9.5	66.7	33.3
Skidmore	57.1	14.2	28.5	0.0	28.5	14.2	42.8	57.2
Syracuse University	77.2	14.3	6.0	2.2	59.8	5.3	56.0	44.0
Univ. of Rochester	73.5	13.2	7.5	5.6	55.8	0.0	60.3	37.7
Union	62.1	10.8	27.0	0.0	51.3	5.4	48.6	51.4
Utica	58.4	11.3	29.2	.9	39.6	16.0	53.7	46.3
Vassar	40.0	24.0	32.0	4.0	68.0	0.0	16.0	84.0
Wagner College	60.0	28.5	9.5	1.9	50.4	2.8	45.7	54.3
Albany Business Coll.	81.8	0.0	18.1	0.0	47.7	15.9	40.9	59.1
Culinary Inst. of Am.	56.2	12.5	25.0	6.2	37.5	31.2	81.2	18.8
Elizabeth Seton	60.5	10.5	28.9	0.0	60.5	21.0	10.5	89.5
Jr. College of Albany	54.7	1.1	44.0	0.0	20.2	40.4	40.4	59.6
Mater Dei	.6	0.0	56.2	43.1	26.1	61.4	26.7	73.3
C.S.R./Alb. Co. Jail	60.0	0.0	40.0	0.0	13.3	46.6	100.0	0.0
J.C.A./Coxsackie Corr. Fac.	22.0	18.6	57.6	1.6	62.7	0.0	100.0	0.0
Malcolm King/Harlem Ext.	82.3	11.0	0.0	6.6	4.8	83.7	35.6	64.4
Marist/Greenhaven	57.0	7.8	35.1	0.0	0.0	88.2	100.0	0.0
Univ. Coll. of Syr. Univ.	64.1	2.5	30.2	2.0	11.7	53.3	44.1	55.9
Niagara Frontier/Attica	56.6	7.5	33.9	1.8	0.0	83.9	100.0	0.0
University Without Walls	71.7	12.8	15.3	0.0	0.0	55.1	100.0	0.0
Academic Opportunity Cons. ¹								

¹See participating institutions.

APPENDIX D

Full-Time Enrollment, Conditions of Separation from
Program and Graduates

Institution	Headcount Fall-Spring	Grads 1975-76	Separation Conditions				All Grads to 6/76
			Trans Out	Academic		All Other	
				Leave	Dis- missal		
Bard College	50	5	2	1	4	3	21
Barnard College	39	16	0	1	0	1	25
Canisius College	143	11	3	0	23	10	44
Colgate University	42	7	0	3	3	0	25
College of Mt. St. Vincent	52	13	3	0	3	2	46
College of New Rochelle	73	13	3	3	5	9	61
College of Saint Rose	45	6	0	0	9	10	18
Columbia University	91	16	0	5	3	5	41
Columbia: School of General Studies	97	5	3	1	5	13	13
Cornell University	111	19	1	3	0	2	46
C.W. Post College	151	18	3	12	7	13	70
Dowling College	103	18	0	1	1	11	55
Elmira College	41	5	0	0	5	1	21
Fordham University - -Lincoln Center	154	12	0	0	5	1	186
Fordham University - Rose Hill	256	31	0	9	4	12	195
Hamilton-Kirkland	46	16	4	2	0	8	43
Hobart Smith	50	5	3	3	2	2	20
Hofstra University	122	10	1	0	7	6	127
Iona College	57	8	1	0	10	0	26
Ithaca College	71	10	1	0	1	7	80
Keuka College	39	0	3	4	1	4	21
LeMoyne College	41	5	0	0	1	3	25

Appendix D cont'd.

Institution	Headcount Fall-Spring	Grads 1975-76	Separation Conditions				All Grads to 6/76
			Trans Out	Academic		All Other	
				Leave	Dis- missal		
Long Island University	271	36	3	2	25	16	73
Manhattan College	86	9	1	0	4	11	42
Manhattanville	59	4	1	2	12	4	52
Marist College	119	14	2	3	15	12	52
Marymount College Tarrytown	67	9	0	0	4	2	49
Marymount College Manhattan	86	18	0	1	1	11	52
Medaille College	47	7	0	0	0	6	7
Mercy College	191	13	4	24	6	18	38
Molloy College	47	0	0	1	1	8	0
Mt. St. Mary College	52	7	NA	NA	NA	NA	28
Nazareth College	33	6	1	0	1	1	18
N.Y. Institute of Technology-Man.	63	0	0	0	7	22	2
N.Y. Institute of Technology-O.W.	236	6	14	17	14	31	8
New York University	314	29	1	18	10	23	461
Niagara University	100	9	1	4	10	6	20
Nyack College	16	1	0	0	1	2	1
Pace University	63	12	0	0	1	5	36
Pace-Westchester Polytechnic Inst. of New York	23	1	2	0	3	2	1
	32	1	0	2	6	4	15
Pratt Institute	87	13	0	0	3	2	24
Rensselaer Polytech. Institute	25	3	1	0	3	0	17
Rochester Inst. of Tech.	113	20	6	0	21	10	82
Rosary Hill College (now Daemen)	88	10	2	3	7	6	20
Russell Sage	34	5	0	2	0	3	9

Appendix D cont'd.

Appendix D cont'd.

Institution	Headcount Fall-Spring	Grads 1975-76	Separation Conditions				All Grads to 6/76 ¹
			Trans Out	Academic		All Other	
				Leave	Dis- missal		
St. John Fisher	37	3	0	0	7	1	18
St. John's University	135	16	3	1	18	26	40
St. Lawrence University	21	0	NA	NA	NA	NA	12
Southampton Center LIU	76	0	1	0	7	18	0
Siena College	42	1	0	1	3	1	5
Skidmore College	43	9	0	1	0	3	45
Syracuse University	131	13	1	2	5	2	65
University of Rochester	59	13	1	1	5	0	83
Union College	37	4	6	0	11	14	16
Utica	105	6	2	0	17	12	55
Vassar	24	4	0	3	0	0	21
Wagner	105	18	1	2	9	5	39
Albany Business College	45	5	0	0	5	6	9
Culinary Inst. of America	14	10	0	0	0	1	10
Elizabeth Seton Junior College of Albany	38	7	0	0	1	5	23
	83	14	0	1	17	6	33
Mater Dei	146	24	2	11	3	17	65
Coll. of St. Rose Albany Co. Jail	30	0	10	0	1	16	0
Jr. Coll. of Albany Coxsackie	59	0	3	0	13	17	0
Malcolm/King	181	31	NA	NA	NA	NA	106
Marist College Greenhaven	116	0	NA	NA	NA	NA	0
University College Syracuse	110	14	25	6	0	22	46
Skidmore/UWW Great Meadow	78	0	3	0	0	11	0
Niagara Frontier Consortium	192	8	1	0	2	16	8
Academic Opportunity Consortium	51	0	0	0	0	0	NA
TOTAL	6,084	682	129	156	377	549	3,015

¹Graduates from institutions no longer funded by HEOP not included.

APPENDIX E

HEOP Approved Expenditures and Enrollments
1975-76

<u>Institution</u>	<u>Average Annual Enrollment</u>	<u>Approved Expenditures</u>	<u>Dollars Per Student</u>
<u>Bard College</u>	<u>50</u>	<u>76,027</u>	<u>1521</u>
<u>Barnard College</u>	<u>39.8</u>	<u>42,053.05</u>	<u>1057</u>
<u>Canisius College</u>	<u>115.7</u>	<u>155,462</u>	<u>1344</u>
<u>Colgate University</u>	<u>36.3</u>	<u>47,742.61</u>	<u>1315</u>
<u>College of Mt. St. Vincent</u>	<u>51.9</u>	<u>85,895.14</u>	<u>1655</u>
<u>College of New Rochelle</u>	<u>73</u>	<u>92,032</u>	<u>1261</u>
<u>College of St. Rose</u>	<u>38</u>	<u>65,096.50</u>	<u>1549</u>
<u>Columbia University</u>	<u>87.4</u>	<u>135,362.50</u>	<u>1549</u>
<u>Columbia-General Studies</u>	<u>94</u>	<u>154,170</u>	<u>1640</u>
<u>Cornell University</u>	<u>90</u>	<u>124,608.81</u>	<u>1385</u>
<u>C.W. Post</u>	<u>116</u>	<u>179,104</u>	<u>1544</u>
<u>Dowling</u>	<u>85.9</u>	<u>142,128.22</u>	<u>1655</u>
<u>Elmira</u>	<u>36.7</u>	<u>48,435.75</u>	<u>1320</u>
<u>Fordham-Lincoln Center</u>	<u>139</u>	<u>210,046.99</u>	<u>1511</u>
<u>Fordham-Rose Hill</u>	<u>243</u>	<u>393,554.83</u>	<u>1620</u>
<u>Hamilton/Kirkland</u>	<u>40.5</u>	<u>60,506.04</u>	<u>1494</u>
<u>Hobart & Wm. Smith</u>	<u>39.3</u>	<u>55,932.07</u>	<u>1423</u>
<u>Hofstra University</u>	<u>116</u>	<u>179,292</u>	<u>1546</u>
<u>Iona College</u>	<u>51.9</u>	<u>78,138.80</u>	<u>1506</u>
<u>Ithaca College</u>	<u>64.5</u>	<u>90,346</u>	<u>1401</u>
<u>Keuka College</u>	<u>35</u>	<u>51,051</u>	<u>1459</u>
<u>LeMoyne College</u>	<u>37</u>	<u>55,453.76</u>	<u>1499</u>
<u>Long Island University</u>	<u>244.6</u>	<u>395,935.59</u>	<u>1619</u>
<u>Manhattan College</u>	<u>87.9</u>	<u>99,061.69</u>	<u>1127</u>

Appendix E Cont'd.

Institution	Average Annual Enrollment	Approved Expenditures	Dollars Per Student
Manhattanville	49.5	84,183.50	1701
Marist College	97.5	155,220.97	1592
Marymount College	64.2	104,954	1635
Marymount Manhattan	68	123,420	1815
Medaille College	30.5	37,133.82	1218
Mercy College	180.8	130,383	721
Molloy College	52	68,691	1321
Mt. St. Mary	39.5	56,621.71	1433
Nazareth College	29	42,323.49	1459
New York Inst. of Tech.	36.5	52,753	1445
New York Inst. of Tech. Old Westbury	121	210,800	1742
New York University	272	423,085.29	1555
Niagara University	77	101,350	1316
Nyack College	16	23,760	1485
Pace University	54	77,220	1430
Pace-Westchester	22.5	26,240	1166
Polytechnic Inst. of N.Y.	28	42,921.01	1533
Pratt Institute	80.5	115,906.28	1440
Rensselaer Polytechnic Institute	24	41,040	1710
Rochester Institute of Technology	83.2	139,859.20	1681
Rosary Hill College (Daemen)	71	109,959.32	1549
Russell Sage	31	47,448.03	1531
St. John Fisher	31.8	41,570.71	1307
St. John's University	111.5	137,509	1233
St. Lawrence University	19.6	27,701.09	1413

Appendix E cont'd.

Institution	Average Annual Enrollment	Approved Expenditures	Dollars Per Student
Southampton College of Long Island University	40	62,052.25	1551
Siena College	39	48,370	1240
Skidmore College	38.3	53,565.30	1399
Syracuse University	121	195,512.58	1616
University of Rochester	44	78,000	1773
Union College	31	43,977	1419
Utica College	95.2	150,446.21	1580
Vassar	22	30,008	1364
Wagner College	108.6	148,430.73	1367
Albany Business College	36	48,964.21	1360
Culinary Inst. of Am.	11.9	19,896.80	1672
Elizabeth Seton	36	45,019.19	1251
Jr. College of Albany	67	95,028	1418
Mater Dei	97.4	130,787.01	1343
College of St. Rose Albany Co. Jail	13	14,751.33	1135
Jr. College of Albany Coxsackie Correct. Fac.	26.3	19,829	754
Malcolm King Harlem Extention	300	224,477.52	748
Marist College Greenhaven Corr. Fac.	535	64,800	121
University College of Syracuse University	124	121,085	976
Niagara Frontier Attica	63.7	39,550	621
University Without Walls	70	38,720	553
Academic Opportunity Consortium	51	34,990	686
TOTAL	5,756.7	7,052,338	97,824
Average	82.2	100,747.7	1,397.5

Appendix F

Institutional Aid to HEOP Students, 1975-76

Institution	Direct Grant		Waiver		Loans		Work		Avg. Inst. Award Per Student
	# of Sts.	Avg. Award	# of Sts.	Avg. Award	# of Sts.	Avg. Award	# of Sts.	Avg. Award	
Bard College	55	1,464	55	150	24	940	0	0	2,226
Barnard College	37	784	0	0	1	700	0	0	874
Canisius College	57	235	0	0	0	0	0	0	90
Colgate University	35	735	0	0	0	0	5	367	788
Coll. of Mt. St. Vincent	54	389	0	0	0	0	0	0	389
College of New Rochelle	60	645	0	0	0	0	0	0	545
College of St. Rose	35	335	2	1,425	0	0	0	0	339
Columbia University	81	1,499	0	0	0	0	0	0	1,319
Columbia-School of General Studies	92	217	0	0	0	0	0	0	217
Cornell University	100	1,804	0	0	3	1,000	0	0	1,834
C.W. Post	146	227	0	0	0	0	0	0	227
Dowling College	78	689	0	0	0	0	0	0	522
Elmira College	35	1,284	2	100	0	0	1	150	1,264
Fordham University Lincoln Center	102	403	0	0	0	0	0	0	265
Fordham University Rose Hill	204	527	0	0	0	0	0	0	420
Hamilton/Kirkland Colleges	50	1,500	3	750	0	0	0	0	1,545
Hobart & Wm. Smith	48	825	0	0	0	0	0	0	825
Hofstra University	122	1,409	0	0	0	0	0	0	1,409
Iona College	29	432	0	0	0	0	0	0	246
Ithaca College	70	1,366	0	0	0	0	2	650	1,385
Keuka College	29	268	1	385	0	0	0	0	227
LeMoyne College	41	379	0	0	0	0	0	0	379
Long Island University	250	1,800	0	0	0	0	0	0	1,800
Manhattan College	40	346	0	0	0	0	0	0	163

Appendix F cont'd.

Institution	Direct Grant		Waiver		Loans		Work		Avg. Inst. Award Per Student
	# of Sts.	Avg. Award	# of Sts.	Avg. Award	# of Sts.	Avg. Award	# of Sts.	Avg. Award	
Manhattanville	59	873	0	0	0	0	0	0	873
Marist College	92	480	0	0	0	0	3	728	407
Marymount College	48	167	0	0	0	0	0	0	122
Marymount-Manhattan	80	63	0	0	0	0	0	0	63
Medaille College	39	33	0	0	0	0	0	0	33
Mercy College	0	0	85	635	0	0	19	786	532
Molloy College	52	210	47.5	290	0	0	0	0	466
Mt. St. Mary	30	335	0	0	0	0	0	0	189
Nazareth College	31	746	20	15	0	0	0	0	732
New York Institute of Technology	29	450	0	0	0	0	0	0	237
NYIT - Old Westbury Full Time Program	70	485	0	0	0	0	0	0	323
NYIT - Old Westbury Part Time Program	146	306	0	0	0	0	0	0	306
New York University	259	1,059	1	1,575	1	600	5	700	1,097
Niagara University	66	515	0	0	0	0	0	0	350
Nyack College	19	289	0	0	0	0	8	544	534
Pace University	40	580	0	0	0	0	0	0	374
Pace-Westchester	20	813	0	0	0	0	0	0	739
Polytechnic Inst. of NY	0	0	27	445	0	0	0	0	364
Praet Institute	0	0	84	1,745	0	0	0	0	1,745
Rensselaer Polytechnic Institute	19	1,174	0	0	0	0	0	0	1,115
Rochester Institute of Technology	100	1,184	0	0	0	0	4	1,092	1,228
Rosary Hill	41	239	38	15	1	932	0	0	133
Russell Sage	34	836	0	0	0	0	18	299	994
St. John Fisher	36	655	0	0	1	170	1	1,040	689

Appendix F Cont'd.

Institution	Direct Grant		Waiver		Loans		Work		Avg. Inst. Award Per Student
	# of Sts.	Avg. Award	# of Sts.	Avg. Award	# of Sts.	Avg. Award	# of Sts.	Avg. Award	
St. John's University	139	249	0	0	0	0	0	0	249
St. Lawrence Univ.	27	904	0	0	0	0	13	201	1,000
Southampton Coll.-LIU	19	132	0	0	0	0	8	120	74
Siena College	41	451	0	0	0	0	0	0	451
Skidmore	39	2,225	0	0	0	0	3	509	2,208
Syracuse University	128	1,882	0	0	0	0	0	0	1,882
U. of Rochester	41	1,585	0	0	1	300	0	0	1,280
Union College	37	1,316	0	0	0	0	1	450	1,328
Utica College	81	664	0	0	0	0	0	0	277
Vassar College	18	800	4	200	3	515	7	260	774
Wagner College	1	100	105	781	0	0	0	0	782
Albany Business College	35	357	0	0	0	0	0	0	278
Culinary Institute of America	12	450	0	0	0	0	4	250	457
Elizabeth Seton	10	363	10	640	0	0	0	0	295
Jr. College of Albany	22	499	0	0	0	0	3	306	264
Mater Dei	2	193	0	0	0	0	0	0	3*
College of Saint Rose									
Albany Co. Jail	0	0	0	0	0	0	0	0	0
Jr. Coll. of Albany									
Coxsackie Corr. Fac.	0	0	59	227	0	0	0	0	206
Malcolm King									
Harlem Extension	0	0	0	0	0	0	0	0	0
Marist College									
Greenhaven	0	0	79	93	0	0	0	0	93
University College of Syracuse University	124	175	0	0	0	0	0	0	175
Niagara Frontier									
Attica	66	515	0	0	0	0	0	0	515
University Without Walls	ND	ND	ND	ND	ND	ND	ND	ND	ND
Academic Opportunity Consortium	NA	NA	NA	NA	NA	NA	NA	NA	NA
TOTAL	3,962	43,914	622.5	9,471	35	5,157	105	8,452	45,534
AVERAGE	56.6	627.3	8.9	135.3	0.5	73.7	1.5	120.7	650.5

*Very high number of HEOP students.

APPENDIX G

Federal Financial Aid
1975-76

Institution	BEOG		SEOG		NDSL		CWSP		V.A.		SOCIAL SEC.	
	# of Sts.	Avg. Award	# of Sts.	Avg. Award	# of Sts.	Avg. Award	# of Sts.	Avg. Award	# of Sts.	Avg. Award	# of Sts.	Avg. Award
Bard	33	1,161	11	645	7	343	5	200	4	1,183	1	284
Barnard Coll.	19	1,295	30	363	12	758	13	877	0	0	4	200
Canisius	92	1,076	36	575	45	539	37	566	9	2,889	22	1,200
Colgate	26	1,236	36	886	31	604	28	355	4	275	6	683
College of Mt. St. Vincent	35	1,057	25	600	5	920	11	421	0	0	0	0
Coll. of New Rochelle	54	1,077	19	751	52	380	6	283	0	0	2	788
Coll. of St. Rose	20	1,008	24	321	4	800	8	420	1	3,294	1	1,000
Columbia U.	61	1,107	43	447	5	1,145	42	1,159	0	0	5	1,500
Columbia-General Studies	47	1,262	94	940	40	875	20	1,042	10	2,460	0	0
Cornell	67	1,127	34	1,024	71	723	23	721	4	1,032	9	988
C.W. Post	97	951	122	712	103	664	2	335	0	0	0	0
Dowling	45	1,020	63	514	27	207	26	629	0	0	0	0
Elmira	23	1,179	18	599	7	613	15	286	2	2,140	8	1,157
Fordham-L.C.	116	995	31	468	4	525	5	1,100	3	1,800	25	1,719
Fordham-R.H.	192	995	49	590	16	631	6	700	2	1,350	40	1,500
Hamilton/Kirkland	26	1,091	13	1,000	40	506	38	495	0	0	3	1,083
Hobart & Wm. Smith	33	1,073	41	612	37	426	16	342	2	1,508	4	850
Hofstra	67	1,199	43	1,000	21	919	23	680	3	1,716	0	0
Iona	23	1,226	22	370	13	402	12	648	4	1,908	6	1,335
Ithaca	43	1,196	30	987	51	805	14	496	2	2,295	7	743
Keuka	37	1,028	18	264	11	470	35	202	1	415	11	671
LeMoyne	25	930	24	606	32	511	15	267	0	0	4	1,133
Long Island	165	1,240	231	649	121	702	71	723	18	2,430	12	990

Appendix G cont'd.

Institution	BEOG		SEOG		NDSL		CWSP		V.A.		SOCIAL SEC.	
	# of Sts.	Avg. Award	# of Sts.	Avg. Award	# of Sts.	Avg. Award	# of Sts.	Avg. Award	# of Sts.	Avg. Award	# of Sts.	Avg. Award
Manhattan	58	1,221	0	0	13	581	4	452	0	0	0	0
Manhattanville	44	1,102	43	493	40	611	46	404	0	0	0	0
Marist	73	1,067	24	373	58	596	57	699	5	1,537	6	1,774
Marymount	48	1,170	64	970	50	633	46	301	0	0	2	361
Marymount Manhattan	43	978	38	652	8	713	42	874	0	0	5	1,880
Medaille	38	936	0	0	0	0	0	0	0	0	0	0
Mercy College	132	1,139	25	471	29	609	14	1,061	3	248	6	1,122
Molloy College	44	1,131	6	224	0	0	0	0	0	0	0	0
Mt. St. Mary	25	1,136	22	377	20	277	40	226	4	1,250	0	0
Nazareth College	19	1,057	8	991	9	516	9	426	0	0	0	0
N.Y.I.T.	36	1,095	17	571	20	414	13	411	0	0	0	0
N.Y.I.T.-Parttime	19	452										
Old Westbury	67	1,115	64	431	38	492	28	617	1	1,600	2	920
New York University	19	452	0	0	0	0	0	0	0	0	0	0
Niagara University	56	1,087	40	628	47	507	11	690	5	2,160	19	428
Nyack	16	985	0	0	2	400	0	0	1	2,430	0	0
Pace	24	1,114	57	788	40	481	0	0	3	2,232	2	899
Pace-Westchester	15	943	21	916	17	462	1	300	1	2,160	1	200
P.I.N.Y.	28	1,071	1	1,000	2	1,250	2	413	1	2,360	0	0
Pratt	28	1,214	45	778	65	373	19	368	6	2,750	3	6,000
R.P.I.	19	1,156	14	643	24	915	0	0	0	0	2	580
R.I.T.	50	1,080	19	839	85	548	3	533	5	2,525	9	638
Rosary Hill	57	939	29	440	30	390	44	439	7	1,405	14	880
Russell Sage	24	1,290	9	363	17	365	3	442	0	0	0	0
St. John Fisher	17	1,175	12	516	7	357	7	269	2	1,845	6	743
St. John's University	59	1,114	113	359	108	231	8	1,109	0	0	0	0
St. Lawrence	17	1,222	19	917	5	648	1	644	1	180	2	793

Appendix G .cont'd.

Institution	BEOG		SEOG		NDSL		CWSP		V.A.		SOCIAL SEC.	
	# of Sts.	Avg. Award	# of Sts.	Avg. Award	# of Sts.	Avg. Award	# of Sts.	Avg. Award	# of Sts.	Avg. Award	# of Sts.	Avg. Award
Southampton Coll. of LIU	40	967	37	827	8	564	26	365	1	2,889	5	940
Siena	35	677	36	356	18	293	9	476	0	0	3	406
Skidmore	21	1,162	1	1,500	37	769	36	391	1	3,300	1	1,400
Syracuse University	96	1,167	110	940	71	303	1	150	0	0	7	811
University of Rochester	23	1,180	35	885	43	802	3	550	2	441	3	540
Union	26	1,216	20	543	20	392	13	433	3	2,533	4	759
Utica	68	1,055	32	520	85	522	54	289	8	1,129	15	856
Vassar	19	969	12	577	8	588	16	246	0	0	2	662
Wagner	69	1,267	24	979	40	787	57	441	3	2,610	1	2,223
Albany Business College	39	1,057	1	200	0	0	5	813	0	0	0	0
Culinary Inst. of America	13	1,137	9	542	12	350	5	415	2	1,265	2	800
Elizabeth Seton	34	1,112	15	611	0	0	3	216	0	0	0	0
Jr. College of Albany	52	1,051	0	0	0	0	0	0	6	2,700	0	0
Mater Dei	68	908	2	210	0	0	9	208	17	2,038	0	0
Coll. of St. Rose												
Albany Co. Jail	13	846	0	0	0	0	0	0	2	2,500	0	0
J.C.A./Coxsackie Corr. Facility	18	323	0	0	0	0	0	0	0	0	0	0
Malcolm King/ Harlem Ext.	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
Marist/ Greenhaven	69	319	0	0	0	0	0	0	0	0	0	0
University Coll. of Syracuse Univ.	80	378	0	0	22	516	13	826	0	0	0	0
Niagara Frontier Attica	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
University w/o Walls	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
Academic Oppor. Consortium	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

APPENDIX H

HEOP GRANTS, TAP AWARDS AND LOANS
1975-76

Institution	HEOP		TAP C		TAP B		NYHESC and Other Loans		Average State Funds per Student
	# of Sts.	Avg. Award	# of Sts.	Avg. Award	# of Sts.	Avg. Award	# of Sts.	Avg. Award	
Bard College	50	1,081	30	1,384	21	639	24	940	2,631
Barnard College	34	869	9	1,487	25	509	8	1,306	1,968
Canisius College	149	553	82	1,127	56	535	6	967	1,413
Colgate University	35	367	21	1,358	12	454	0	0	1,350
College of Mt. St. Vincent	54	985	21	1,303	34	501	5	1,165	1,915
College of New Rochelle	71	522	40	1,291	31	498	1	600	1,474
College of St. Rose	43	594	24	1,100	18	451	0	0	1,337
Columbia University	92	1,013	65	1,154	27	437	48	1,091	2,526
Columbia- General Studies	92	1,123	57	1,041	57	505	68	1,904	3,597
Cornell University	90	1,016	47	1,442	54	607	24	740	2,995
C.W. Post	146	629	54	1,414	92	500	14	1,107	1,580
Dowling	103	617	28	1,426	68	483	29	1,019	1,621
Elmira	36	1,209	14	1,457	23	540	20	1,155	2,794
Fordham-Lincoln Cen.	155	678	76	1,216	74	432	61	650	1,736
Fordham-Rose Hill	256	422	139	1,100	117	450	100	650	1,736
Hamilton/Kirkland	50	678	22	1,337	24	436	2	650	1,502
Hobart & Wm. Smith	48	763	28	1,180	20	433	0	0	1,632
Hofstra	122	774	64	1,252	59	369	14	1,500	1,794
Iona	51	978	15	1,428	30	493	5	946	1,799
Ithaca	70	801	36	1,247	27	553	0	0	1,656
Keuka	36	932	27	1,357	11	501	16	554	2,349
LeMoyne	41	720	18	1,352	22	488	2	1,150	1,660
Long Island U.	250	829	77	1,380	173	550	17	1,203	1,721

Appendix H cont'd.

Institution	HEOP		TAP C		TAP B		NYHESC and Other Loans		Average State Funds per Student
	# of Sts.	Avg. Award	# of Sts.	Avg. Award	# of Sts.	Avg. Award	# of Sts.	Avg. Award	
Manhattan College	85	657	36	1,444	36	561	19	1,240	1,798
Manhattanville	59	633	30	1,261	24	551	0	0	1,508
Marist	114	814	27	831	0	0	30	1,194	1,857
Marymount	66	628	34	1,382	29	532	0	0	1,559
Marymount Manhattan	80	790	44	1,100	36	500	4	1,500	1,713
Medaille	39	485	29	1,017	10	420	0	0	1,375
Mercy College	203	318	132	1,136	80	409	4	938	1,237
Molloy College	53	754	38	1,471	15	524	1	1,000	1,976
Mt. St. Mary	53	636	15	1,356	30	439	0	0	1,277
Nazareth College	32	964	13	1,138	21	457	7	582	1,872
N.Y. Inst. of Tech.	55	403	26	1,450	28	511	0	0	1,358
N.Y. Inst. of Tech.- Old Westbury	105	762	52	1,421	53	508	0	0	1,727
New York University	255	819	167	1,434	113	535	26	1,075	2,105
Niagara University	97	543	37	1,203	47	400	23	1,090	1,507
Nyack	19	736	13	1,129	6	485	0	0	1,661
Pace	62	770	10	1,345	51	466	1	250	1,382
Pace-Westchester Polytechnic Inst. of New York	22	793	10	1,120	12	548	1	1,500	1,703
	33	446	26	1,342	5	497	0	0	1,594
Pratt	84	959	19	1,311	65	585	18	1,333	2,009
R.P.I.	20	936	11	1,394	13	508	0	0	2,058
R.I.T.	100	909	50	1,075	62	501	9	1,078	1,854
Rosary Hill	85	770	47	1,143	39	460	34	688	1,896
Russell Sage	34	969	19	1,463	11	454	2	300	1,965
St. John Fisher	36	777	8	1,331	26	444	9	819	1,598
St. John's University	139	592	40	1,196	34	495	32	1,490	1,400

Appendix H cont'd.

Institution	HEOP		TAP C		TAP B		NYHESC and Other Loans		Average State Funds per Student
	# of Sts.	Avg. Award	# of Sts.	Avg. Award	# of Sts.	Avg. Award	# of Sts.	Avg. Award	
St. Lawrence Univ.	27	685	20	1,285	0	0	0	0	1,685
L.I. University-Southampton College	40	782	38	1,217	9	524	4	650	1,820
Siena	41	613	26	1,376	16	546	0	0	1,698
Skidmore	40	1,013	14	1,486	23	493	12	908	2,112
Syracuse University	128	653	67	1,318	53	523	11	718	1,627
Univ. Of Rochester	51	637	16	1,389	23	422	7	1,371	1,478
Union	37	864	23	1,259	13	438	1	1,600	1,878
Utica	194	386	47	1,302	49	524	3	753	849
Vassar	24	1,056	16	1,332	7	600	11	995	2,575
Wagner	105	876	50	1,404	53	552	31	564	1,990
Albany Bus. Coll.	45	538	33	1,179	12	429	0	0	1,544
Culinary Inst. of Am.	14	385	12	1,367	2	432	0	0	1,657
Elizabeth Seton	34	740	28	1,247	5	521	0	0	1,844
Jr. Col. of Albany	45	654	57	1,187	14	482	0	0	2,307
Mater Dei	147	450	54	833	25	464	5	600	859
Col. of St. Rose/Albany Co. Jail	13	238	13	1,000	0	0	0	0	1,315
Jr. Col. of Albany/Coxsackie Corr. Fac.	65	162	12	509	0	0	0	0	264
Malcolm King/Harlem Extension	NA	NA	NA	NA	NA	NA	NA	NA	NA
Marist/Greenhaven	79	198	0	0	7	424	0	0	241
University College of Syracuse Univ.	124	508	18	1,292	85	373	60	500	1,197
University Without Walls	ND	ND	ND	ND	ND	ND	ND	ND	ND
Academic Opportunity Consortium	NA	NA	NA	NA	NA	NA	NA	NA	NA
Community Leadership Consortium	NA	NA	NA	NA	NA	NA	NA	NA	NA

¹Average State funds for all students, not a weighted average.

APPENDIX I

HEOP PROFESSIONAL PERSONNEL, 1975-76

Institution	Director	Assistant Director	Counselor	Specialist
Bard College	1	0	0.1	0.6
Barnard College	0	0.5	0.5	0
Canisius College	1	1	1	1.1
Colgate University	0.4	0	0	0
Coll. of Mt. St. Vincent	1	1	0	1
College of New Rochelle	1	1	1.3	1
College of St. Rose	1	0	1	1.3
Columbia University	1	1	0	1.8
Columbia-General Studies	1	0	0	2.1
Cornell University	0.5	0.5	0	8
C.W. Post	1	0	2	2.4
Dowling College	1	1	1	2.3
Elmira College	0.2	0.5	0.2	0.4
Fordham University-Lincoln Center	1	1	2	1
Fordham University-Rose Hill	1	1	4	1
Hamilton/Kirkland Colleges	1	0	0	1
Hobart and Wm. Smith Colleges	0.8	0	0.8	0.1
Hofstra University	0.8	1	0	1.4
Iona College	1	0	1	2
Ithaca College	0.5	0	0.	3.9
Keuka College	0.6	0	0	0.7
LeMoyne College	0.8	0.2	0.7	0
Long Island University	1	2	6.1	1.5
Manhattan College	1	0	3	0.1

Appendix I cont'd.

Institution	Director	Assistant Director	Counselor	Specialist
Manhattanville	1	0.9	0	1.7
Marist College	1	1	0	1.1
Marymount College	1	0	1.5	3.3
Marymount Manhattan	1	0	2	0
Medaille College	1	0	0.4	0.7
Mercy College	0.8	1	1	4.9
Molloy College	0.5	0	1.6	0
Mt. St. Mary	1	0	1	1.0
Nazareth College	0.8	0.8	0	0
New York Inst. of Technology	1	0	1	0.5
N.Y. Inst. of Tech.-Old Westbury	1	1	3	1
New York University	1	1	4	7.5
Niagara University	0.4	0.6	1.1	1.5
Nyack College	1	0	0	0
Pace University	0.8	0.8	0	0.3
Pace University-Westchester	0.3	0	0	0
Polytechnic Institute of N.Y.	0.4	0	1.2	0.9
Pratt Institute	1	1.8	0	0
Rensselaer Polytech. Institute	0.5	0	0	0.2
Rochester Institute of Tech.	1	0	2.4	0.3
Rosary Hill College	1	0.8	0.1	1
Russell Sage	0.8	0	0	0.2
St. John Fisher	1	0	0	0
St. John's University	1	1	2.4	0
St. Lawrence University	0.3	0.3	0.1	0
Southampton College of L.I. Univ.	1	0	1	1

Appendix I cont'd.

Institution	Director	Assistant Director	Counselor	Specialist
Siena College	2	0	0	0.7
Skidmore College	0.8	0	0	0.1
Syracuse University	1	1	2	0.6
University of Rochester	1	0	0.5	0.5
Union College	0.9	0.9	0	1.0
Utica College	1	0	2.5	2
Vassar College	0.5	0	0	0
Wagner College	0.7	0.7	0	1.7
Albany Business College	0.3	1	0	0.1
Culinary Institute of America	1	0	0	0.1
Elizabeth Seton College	2	0	1	0.5
Jr. College of Albany	0.9	0	2	4
Mater Dei	1	0.8	2.5	1.3
St. Rose/Albany Co. Jail	ND	ND	ND	ND
Jr. Col. of Albany/Coxsackie	0.1	0	0.5	0.5
Malcolm King/Harlem Extension	1	0	5.3	4
Marist/Greenhaven	0.4	0	1.3	0
University College of Syracuse U.	0.8	1	2	0.8
Niagara Frontier/Attica	0.8	1	2	2.8
University Without Walls	1	0.5	0	0.5